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ABSTRACT

This guide contains the materials required to teach a six-unit course on responsible citizenship that was developed for secondary-level vocational education students in Oklahoma. The following are among the topics covered in the individual instructional units: getting to know your government (types of political systems, historical documents of the United States, powers of the federal government's three branches, reserved and shared powers of federal and state governments; local government (functions/concerns of country and city governments); making laws (rights guaranteed by the Bill of Rights, human rights, steps/stages in the legislative process, the system of checks and balances); enforcing laws (state and federal courts, law enforcement processes/personnel, financing of law enforcement); voting (voting requirements, importance of voting); and supporting your community (community involvement, interacting with public officials, community organizations, benefits of community work). Each instructional unit includes some/all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, job sheets, written tests, lists of suggested readings, and answers to assignment sheets and written tests. Also included are guidelines for using the various components included in the instructional units and measuring student performance and a table detailing the required criteria for competency-based education programs. (MN)

LIFE SKILLS

ED 391 009

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Responsible Citizenship Practices

Teacher Edition

CE 070 554

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Responsible Citizenship Practices

Developed by the
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

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Responsible Citizenship Practices

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FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains nine modules, covering a range of subjects from *Responsible Citizenship Practices* to *Basic Automotive Responsibilities*. Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

Roy Peters, Jr.
State Director
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

The revision of *Responsible Citizenship Practices* and the other modules in the Life Skills series (previously published as Successful Living Skills) was made possible through the efforts of a number of dedicated individuals.

Special thanks to Sue Hoevelman, Ed.D., and Judith Armstrong for their insight, writing and editing. Thanks to editor Chris Lee and thanks also to Vonda Gile for her word processing efforts.

Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff; and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
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Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE LIFE SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Successful Human Relations

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Responsible Citizenship Practices contains six units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period
- Skills that must be demonstrated
  - — Supplies and equipment needed
  - — Amount of class time needed for demonstrations
  - — Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered
- Resource people who must be contacted

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities — Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts — Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. They serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ☛ **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the Assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters — Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests — Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity—pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers — Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in *Making Laws*, which is Unit 3, would look like this:

OBJECTIVE SHEET - Responsible Citizenship Practices
CIMC - 3 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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OBJECTIVE SHEET	*GETTING TO KNOW YOUR GOVERNMENT*	1

INTRODUCTION

"For democracy to grow it must have citizens, a people who take interest in public affairs," Alexis de Tocqueville wrote about America. It is difficult to be interested in something you do not understand. Because our federal and state governments seem remote to us, we sometimes overlook opportunities to learn about our political systems and the people who govern us. For our democracy to continue, we must take an interest in it. The more you know about your government, the more interested you will be.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with the United States government to their correct definitions.
2. Describe the types of political systems.
3. Describe the historical documents of the United States of America.
4. List the powers of the legislative branch as provided for in the Constitution.
5. List the powers of the executive branch as provided for in the Constitution.
6. List the powers of the judicial branch as provided for in the Constitution.
7. Identify the top officials of our federal government. (Assignment Sheet 1)
8. Select from a list the delegated powers of our federal government.
9. List the reserved powers of our individual state governments.
10. Select from a list the concurrent powers shared by our federal and state governments.
11. Identify the top officials of your state government. (Assignment Sheet 2)

SUGGESTED ACTIVITIES	GETTING TO KNOW YOUR GOVERNMENT	1

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with the United States government to their correct definitions.

- Use Transparency 1 to begin a discussion of why we as citizens should understand how our government works and how it has changed.
- Write the transparency terms on the board, and poll the students for definition of each. Once the terms have been defined, have the students compare their responses to the definitions in the book.
- Ask students how the United States government can be a republic, a democracy, and a federation.

- Use Information Sheet, objective 1 to discuss terms associated with government.

- Have students name the United States territories.

  ☛ **NOTE:** They are Guam, Puerto Rico, and the Virgin Islands.

Objective 2: Describe the types of political systems.

- Use Transparency 2 and the Information Sheet, objective 2 to discuss the types of political systems.

- Have students give examples of other countries that have governments as listed.

  EXAMPLE: Unitary — Italy, Greece, Saudi Arabia, China

  Confederal — Australia, though federal by constitution, acts in many instances as a confederal government

  Federal — India, Mexico, Brazil, England

  ☛ **NOTE:** Saudi Arabia and China are extremes of strong central government, Saudi Arabia being a kingdom and China being communist, that is, government by a strong central party.

- Have an exchange student visit with your class about the government in his or her homeland.

- Hold a panel discussion made up of students from other countries.

Objective 3: Describe the historical documents of the United States of America.

☛ **NOTE:** You and your students can find the information required in objectives 3-11 in the resources listed and in your school or county library.

- Show copies of these historical documents to the class.

  ☛ **NOTE:** These may be found in any American history textbook.

- Using the documents and Information Sheet, objective 3, discuss the meanings of each document.

- Ask the class to give examples of controversial constitutional amendments.

  EXAMPLE: Amendment XIX — Suffrage Granted to Women (August 26, 1920), also known as "Women's Right to Vote"

- Discuss why the Articles of Confederation did not remain our supreme document.

- Use the Supplement to help students understand the Constitution.

Objective 4: List the powers of the legislative branch as provided for in the Constitution.

- Use Transparency 3 to discuss the branches and the offices of each.

- Use the Information Sheet, objective 4 to discuss the powers of the legislative branch.

- Use Transparency 4 to discuss the "checks and balances" among the three branches.

Objective 5: List the powers of the executive branch as provided for in the Constitution.

- Use the Information Sheet, objective 5 to discuss the powers of the executive branch.

Objective 6: List the powers of the judicial branch as provided for in the Constitution.

- Use the Information Sheet, objective 6 to discuss the powers of the judicial branch.

Objective 7: Identify the top officials of our federal government. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.

Objective 8: Select from a list the delegated powers of our federal government.

- Use Transparency 5 to discuss the powers delegated to the federal government by the states.

  ☑ **NOTE:** *Delegate* means *to authorize* or *to entrust.*

Objective 9: List the reserved powers of our individual state governments.

- Use Transparency 6 to discuss powers the states reserved for themselves.

  ☛ **NOTE:** *Reserved* means *kept* or *set aside.*

Objective 10: Select from a list the concurrent powers shared by our federal and state governments.

- Use Transparency 7 to discuss the concurrent powers of the federal and state governments.

  ☛ **NOTE:** *Concurrent* means *occurring at the same time; operating together.*

Objective 11: Identify the top officials of your state government. (Assignment Sheet 2)

- Have students complete Assignment Sheet 2.
- Use Transparencies 8 and 9 to help students understand the relationship among state offices.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *The Bill of Rights in Modern America: After 200 Years.* Bloomington, IN: Indiana University Press, 1993.
- Burger, Warren E. *It Is So Ordered: A Constitution Unfolds.* New York: W. Morrow and Co., 1995.
- *Congressional Quarterly's Desk Reference on American Government.* Washington, D.C.: Congressional Quarterly, 1995.
- *Encyclopedia of the American Legislative System: Studies of the Principal Structures, Processes, and Policies of Congress and the State Legislatures Since the Colonial Era.* New York: C. Scribner's Sons, 1994.
- *George Washington and American Constitutionalism.* Lawrence, KS: University Press of Kansas, 1993.
- Padover, Saul Kussiel. *The Living U.S. Constitution.* New York: Meridian, 1995.
- Ranney, Austin. *Governing: An Introduction to Political Science,* (5th ed.). Berkeley: University of California, 1990.

Videos

- *The Challenge of the Presidency*, color, 45 minutes. Boston, MA: David Paradine Productions, 1989.

- *The Constitution, that Delicate Balance.* Wilmette, IL: Films, Inc., 1988. This is a series of videos dealing with issues relating to the Constitution. Episodes that relate to Unit 1 are listed below.

  Episode 1 — *The President versus Congress: Executive Privilege and Delegation of Powers*

  Episode 2 — *The President versus Congress: War Powers and Covert Action*

  Episode 3 — *Nomination, Election and Succession of the President*

  Episode 8 — *National Security and Freedom of the Press*

  Episode 9 — *School Prayer, Gun Control and the Right to Assemble*

  Episode 13 — *Federalism: The National Government versus the States*

Software

- Goddard, Taegan D. *Liberty!* Version 2.0. Hartford, CT: Taegan D. Goddard. This is a shareware program that has a hypertext version of the U.S. Constitution. The program includes all Articles and Amendments, history of the Constitution, important leaders of the Constitution, and Supreme Court cases dealing with Constitutional issues.

- Pedemonti, Ted. *Constitutional Common Law Library*. 1992. This is a shareware program that includes the full text of the U.S. Constitution, the Declaration of Independence, the Articles of Confederation, and the Bill of Rights of all 50 states.

  ☛ **NOTE:** The above programs are shareware and may be downloaded from online services and a fee paid for their use. The programs above are DOS programs. To find these programs online search under terms such as educational software and shareware.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Examples of information available include historical documents such as the Constitution and Declaration of Independence, information on the legislative, executive, and judicial branches, and current information on legislative events.

  ☛ **NOTE:** To find information on the government for Unit 1 search under key words such as United States Government, politics, history, etc.

- Current magazines, newspapers, and television programs with information relating to the government.

  EXAMPLE: *U.S. News & World Report, Newsweek, Time, The Wall Street Journal*

INFORMATION SHEET	*GETTING TO KNOW YOUR GOVERNMENT*	1

OBJECTIVE 1

Match terms associated with the United States government to their correct definitions.

- **autocracy** — sovereignty lies in the hands of one or a few people

  EXAMPLE: Monarchies and oligarchies (few people)

  ☞ **NOTE:** Autocracies, such as dictatorships, are sometimes called "totalitarian" governments.

- **charter** — a document issued by a governing body outlining its purpose and privileges

- **citizen** — a person who owes allegiance to a government and is entitled to protection from that government

- **constitution** — a set of basic principles on which a government is organized; a plan of government

- **democracy** — sovereignty lies with the people

- **government** — means by which decisions are made and enforced and activities are conducted in a community

- **incorporated** — towns and cities that have filed evidence with the county clerk and secretary of state that they are operating under state statutes or that they have adopted their own charter

  ☞ **NOTE:** Towns must have more than 1,000 people before they may apply for incorporation.

- **infrastructure** — basic facilities, equipment, and installations needed for a system to function

- **municipal** — relating to local self government

- **republic** — a form of government in which power rests with the people, who elect representatives to act for them; also known as a *representative democracy*

- **state government** — a government that possesses certain powers to govern the actions within a state while maintaining allegiance to a central or federal government

- **sovereignty** — the final authority or power to determine tasks to be done and who will do them

- **territory** — land that is ruled by and owes allegiance to a national government which in turn protects that land economically and physically from invasion

OBJECTIVE 2

Describe the types of political systems.

☑ **NOTE:** These definitions reflect degrees of self-government; no definite boundaries can be made between systems.

- **Confederal system (a confederacy)** — a governmental system in which the subdivisions are strong and the central system is weak.

  - Governmental units bond for certain common purposes.

  - Each subdivision retains ultimate authority.

  - Each subdivision can veto major actions of the central system.

    EXAMPLE: United Nations, Confederate States of America during the Civil War

- **Federal system (a federation)** — a governmental system in which the power is divided between a strong central government and subdivisions

  - Both the central and smaller units have some freedom of independent action.

  - The smaller units have most of the power.

    EXAMPLE: United States, Canada, Australia

    ☑ **NOTE:** Federalism is basically an American invention.

- **Unitary system** — a governmental system in which the central power is supreme and all other divisions derive their power from the central power

  - The central government is all powerful.

- The central government dictates constituents' identity and actions.

  EXAMPLE: France, Japan, England

  ☛ **NOTE:** In 1990, 140 of the 159 member countries of the United Nations had unitary governments.

  ☛ **NOTE:** Communism, totalitarianism, dictatorships, and monarchies, in some instances, are examples of extremely strong central power.

OBJECTIVE 3

Describe the historical documents of the United States of America.

- **Declaration of Independence** — this document was written to explain why the colonies were rebelling against England; it insisted on a just government based on the consent of the people, rather than being ruled by one or a few people; it stated there would be no taxation without representation

- **Articles of Confederation** — the first written plan for the government of the United States of America; this plan called for a confederacy of the states having a weak central government and strong state governments

  ☛ **NOTE:** The articles of confederation were soon proven to be weak so the Continental Congress met to write a new plan — the Constitution.

- **The Constitution** — the oldest written plan in the world for a government that is still being used; written in response to the citizens of the newly founded United States of America to address items that were not found in the Articles of Confederation as well as to form a democratic republic instead of a confederacy

  ☛ **NOTE:** The Constitution is known as a "living document" because it was constructed in such a way that it would be adaptable to meet the needs of changing times.

- **Bill of Rights** — the first ten amendments to the U.S. Constitution that state the basic rights of U.S. citizens

OBJECTIVE 4

List the powers of the legislative branch as provided for in the Constitution.

- Make laws
- Pass taxes
- Override a presidential veto with 2/3 vote
- Approve appointments to the Supreme Court and the Presidential Cabinet
- House of Representatives can bring charges forth regarding public officials; the Senate hears the charges and decides whether or not the person is guilty or not guilty

OBJECTIVE 5

List the powers of the executive branch as provided for in the Constitution.

- Recommend laws
- Veto proposed laws
- Oversee armed forces
- Appoint Supreme Court justices
- Manage the government

OBJECTIVE 6

List the powers of the judicial branch as provided for in the Constitution.

- Judge the fairness of laws
- Settle disputes between states
- Decide on constitutionality of laws
- Rule a president's actions unconstitutional

OBJECTIVE 7

Complete Assignment Sheet 1.

OBJECTIVE 8

Select from a list the delegated powers of our federal government.

- Regulate commerce
- Coin money
- Establish a post office
- Declare war
- Admit new states
- Govern territories
- Establish and maintain foreign relations
- Raise and support armies and a navy
- Promote progress of science and useful arts
- Levy and collect taxes
- Call forth, organize, arm, and discipline militia
- Make laws necessary to execute duties

OBJECTIVE 9

List the reserved powers of our individual state governments.

☛ **NOTE:** All states have written constitutions that establish three branches of government: legislative, executive, and judicial; all enumerate the powers of the government and the rights of citizens.

- Regulate commerce in the state

  ☛ **NOTE:** Among these responsibilities are checking truck weight on public highways, controlling agricultural products across state borders, and regulating the loan and banking industry.

- Conduct elections

  ☛ **NOTE:** State and national elections are conducted by the State Election Board.

- Incorporate businesses

  ☛ **NOTE:** Incorporation authorizes businesses to sell goods and provide services.

- Issue licenses

  ☛ **NOTE:** This includes registration of vehicles; certification for such professions as realtors, cosmetologists, and teachers; and authorization of rights to state natural resources.

- Establish local governments

  ☛ **NOTE:** Towns and cities must be recognized by the state to be considered legal entities.

- Provide for public safety

  ☛ **NOTE:** Lakes, roads, and railroads are among the items considered state responsibilities.

  ☛ **NOTE:** Education, highways, hospitals, welfare, and corrections (in that order) receive most of every state's revenues.

OBJECTIVE 10

Select from a list the concurrent powers shared by our federal and state governments.

- Levy and collect taxes
- Borrow money
- Make and enforce laws
- Establish courts
- Provide for the general welfare

OBJECTIVE 11

Complete Assignment Sheet 2.

The Constitution of the United States

Using a copy of the Constitution, complete the following sentences. The article and section number will help you find the information.

The Executive Branch

1. The president serves a _____ year term of office. (Article II, Section 1)
2. The current president's term of office expires in the year of _____.
3. To run for president, a person must be a resident of the United States for _____ years, be_____ years old, and be a _____. (Article II, Section 1)
4. The president is elected by _____, the total number of which is equal to the number of _____ and _____ from that state combined. (Article II, Section 1)
5. As a result, my state has _____ electoral votes.

The Legislative Branch

1. Congress is divided into two houses: the _____ and the _____. (Article I, Section 1)
2. Representatives serve a _____ year term in office. (Article I, Section 2)
3. To be a representative, a person must be _____ years old, have been a citizen of the United States for at least _____ years, and be a _____ of the state that elects him or her. (Article I, Section 2)
4. Senators serve a _____ year term in office. (Article 1, Section 3)
5. To be a senator, a person must be at least _____ years old, have been a citizen of the United States for at least _____/year, and be a _____ of the state that elects him or her. (Article I, Section 3)

6. Congress must meet at least _____ /year. (Article I, Section 4)
7. The number of representatives from a state depends upon its _____. (Article I, Section 2)
8. With a population of approximately _____, my state has _____ representatives.
9. Each state is represented in the Senate by ____ senators. (Article I, Section 3)
10. Of these two houses, the number of people in the _____ will vary; the number in the _____ will stay constant until _____.

The Judicial Branch

1. The Constitution gives the Supreme Court the authority to _____ _____. (Article III, Section 1)
2. The Supreme Court is an appeals court with only two areas of original jurisdiction. These are _____ and _____. (Article III, Section 2)
3. Anyone tried for a criminal offense in federal court has a right to trial by _____. (Article III, Section 2)
4. The Supreme Court consists of _____ justices, including one chief justice.
5. Supreme Court justices are appointed by _____ and approved by _____.

What Type of Government Does the United States Have?

A) Democracy

B) Republic

C) Federal

D) All of the Above

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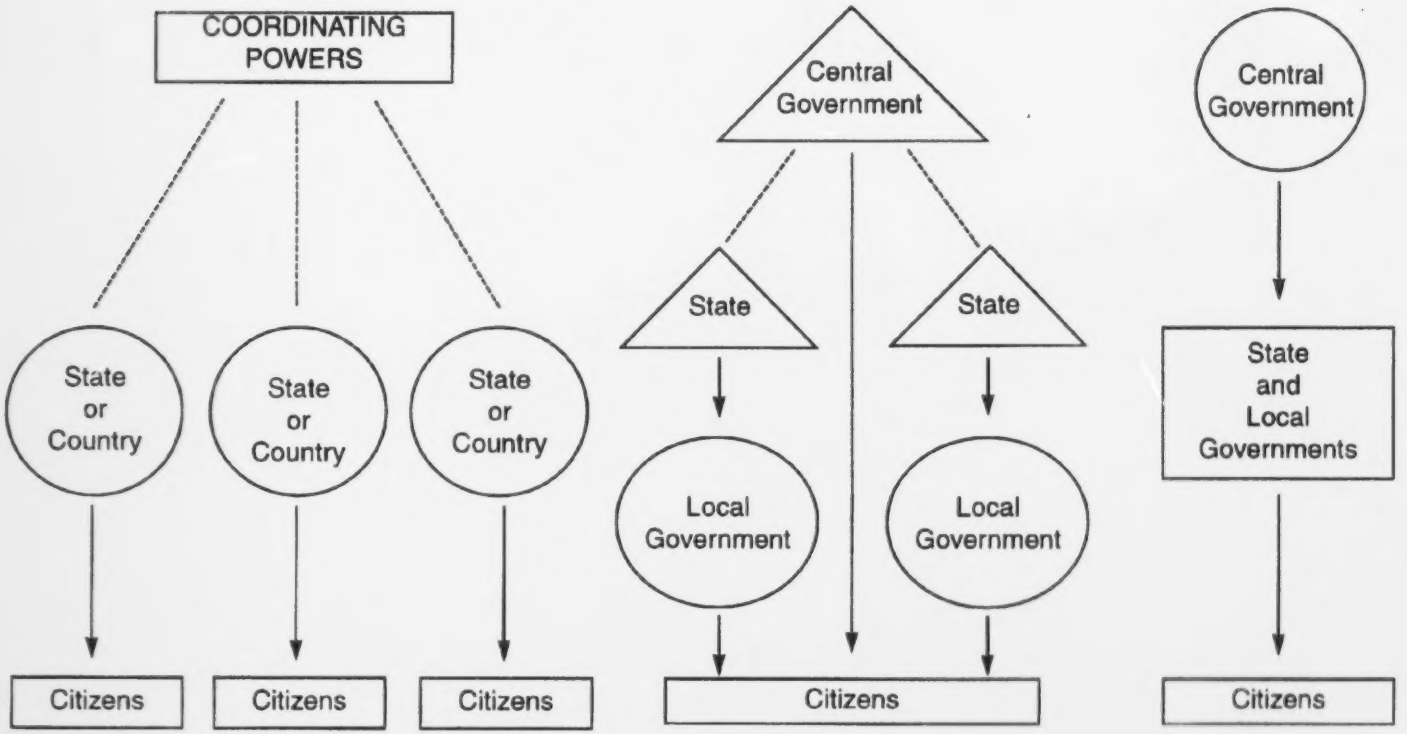
Types of Political Systems

Types of Political Systems



Confederal

Federal

Unitary

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Three Branches of the United States Federal Government

Legislative Branch	Executive Branch	Judicial Branch
• Senate • House of Representatives	• President • Vice President • Cabinet	• Supreme Court and lesser courts

NOTE: All 50 states have the three divisions of power.

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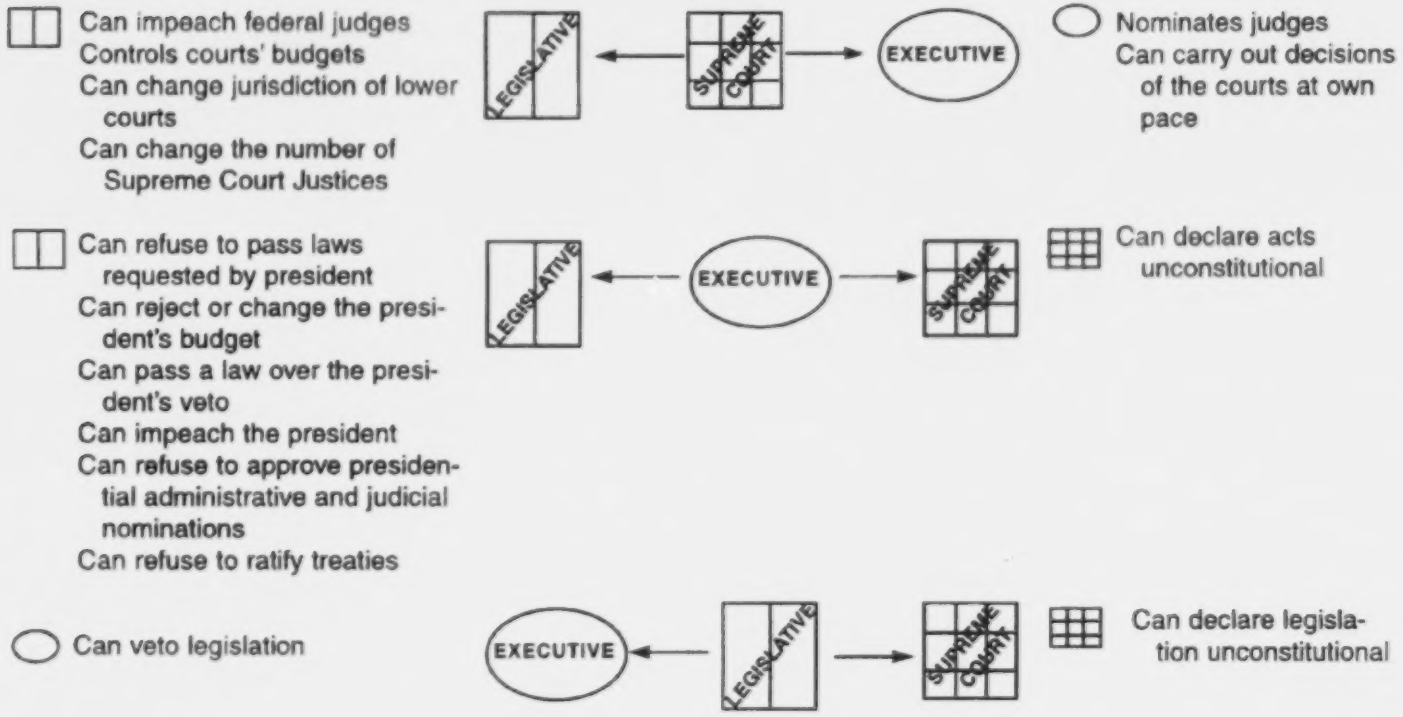
May be photocopied for student use

Checks and Balances

State governments are similar to the federal government in that both have constitutions that arrange for each branch to be checked by the other two.


Can impeach federal judges
Controls courts' budgets
Can change jurisdiction of lower courts
Can change the number of Supreme Court Justices
LEGISLATIVE
SUPREME COURT
EXECUTIVE
Nominates judges
Can carry out decisions of the courts at own pace
Can refuse to pass laws requested by president
Can reject or change the president's budget
Can pass a law over the president's veto
Can impeach the president
Can refuse to approve presidential administrative and judicial nominations
Can refuse to ratify treaties
LEGISLATIVE
EXECUTIVE
SUPREME COURT
Can declare acts unconstitutional
Can veto legislation
EXECUTIVE
LEGISLATIVE
SUPREME COURT
Can declare legislation unconstitutional

Powers of the Federal Government

Delegated Powers

- Regulate commerce
- Coin money
- Establish a post office
- Declare war
- Admit new states
- Govern territories
- Establish and maintain foreign relations
- Raise and support armies and a navy
- Promote progress of science and the useful arts
- Levy and collect taxes, duties, and excises
- Call forth, organize, arm, and discipline militia
- Make laws necessary to execute duties

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Powers of State Governments

Reserved Powers

- Regulate commerce in the state
- Conduct elections
- Incorporate businesses
- Issue licenses in state
- Establish local governments
- Provide for public safety
- Provide for public education
- Maintain a militia
- Levy and collect taxes
- Make laws as necessary to execute duties

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Powers of the Federal Government and State Governments

Concurrent Powers

- Levy and collect taxes
- Borrow money
- Make and enforce laws
- Establish courts
- Provide for the general welfare

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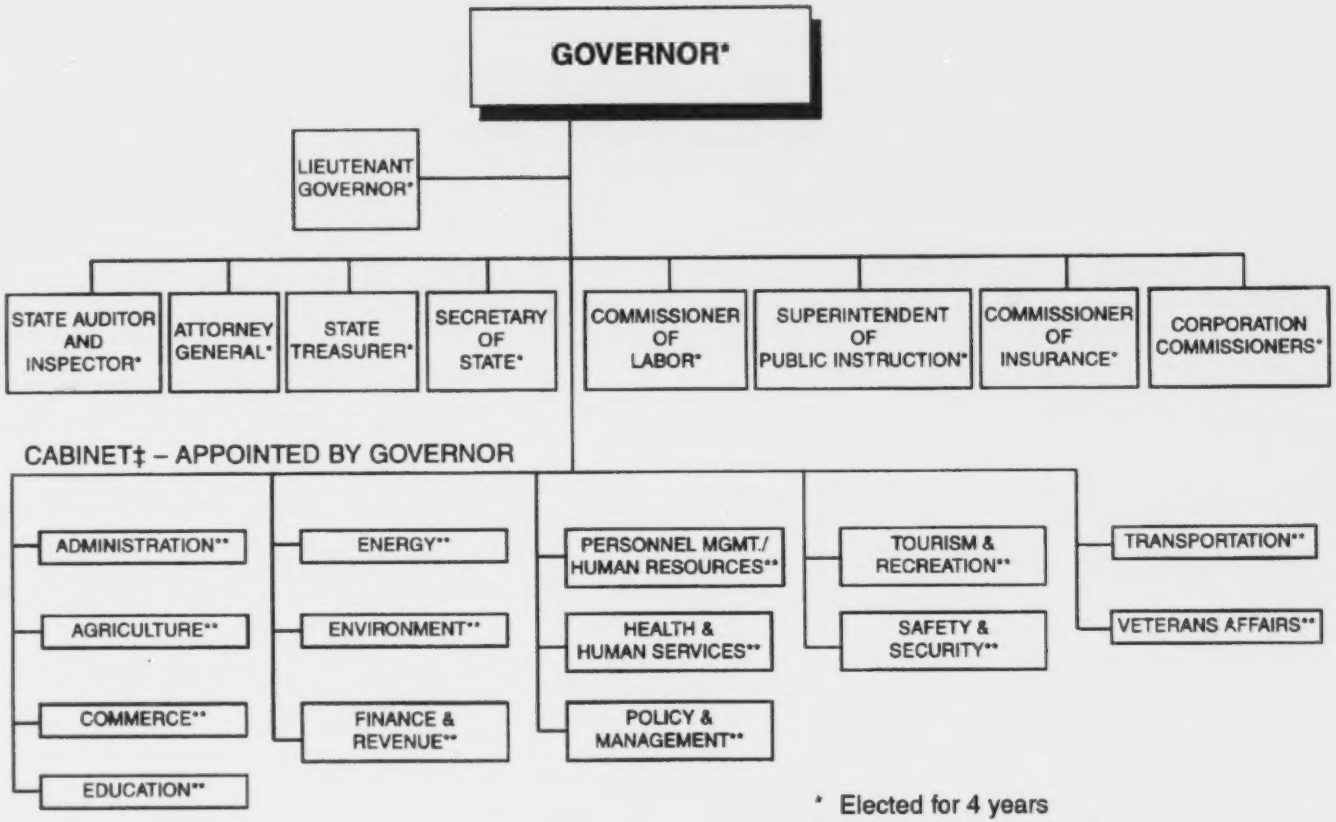
State of Oklahoma Executive Branch



SOURCE: OKLAHOMA ALMANAC, 1995-1996, OKLAHOMA DEPARTMENT OF LIBRARIES

* Elected for 4 years
** Appointed by Governor
‡ Cabinet offices may vary according to Governor and legislature

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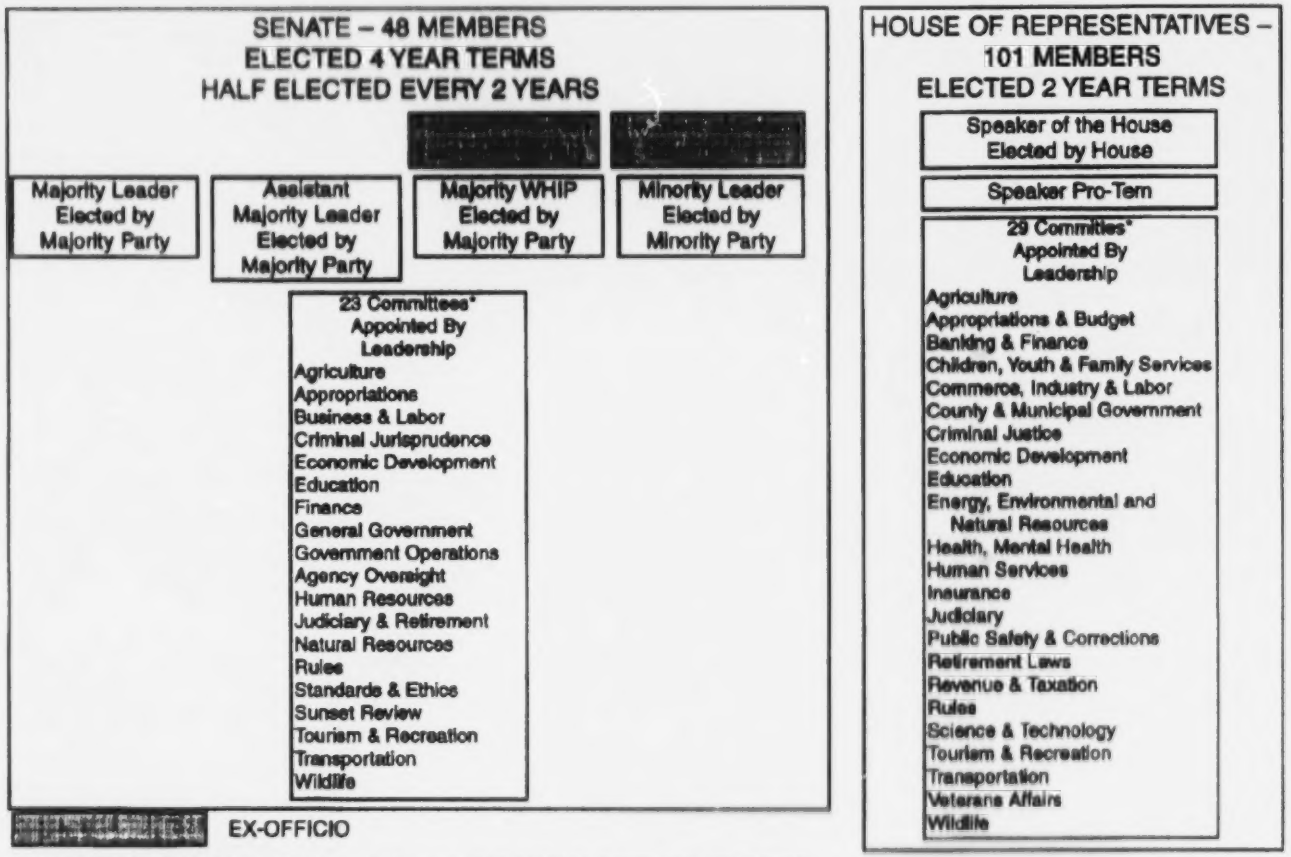
State of Oklahoma Legislative Branch



SOURCE: OKLAHOMA ALMANAC, 1995-1996, OKLAHOMA DEPT. OF LIBRARIES
*Number of committees will vary depending upon need.

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BEST COPY AVAILABLE

ASSIGNMENT SHEET 1

GETTING TO KNOW YOUR GOVERNMENT

1

Name _____ Score _____

OBJECTIVE 7

Identify the top officials of our federal government.

INTRODUCTION

In this assignment, you will become familiar with a few top officials of our federal government. Since there are so many "top" officials in our federal government, the list below is limited to the most publicized.

INSTRUCTIONS

- Use standard references
- Follow written instructions

- Complete forms and records

Fill in the most current names of each official. You may find the names in a yearbook or an encyclopedia, the *United States Government Manual*, an almanac, or other yearly facts book.

Executive Branch

President — _____

Vice President — _____

Chief of Staff to the President — _____

Secretary of Agriculture — _____

Secretary of Commerce — _____

Secretary of Defense — _____

Secretary of Education — _____

Secretary of Energy — _____

Secretary of Health and Human Services — _____

Surgeon General — _____

Secretary of Housing and Urban Development — _____

Secretary of the Interior — _____

Attorney General — _____

Secretary of Labor — _____

Secretary of State — _____

Secretary of Transportation — _____

Secretary of Veterans Affairs — _____

Secretary of Treasury — _____

Legislative Branch

Senate:

President (Vice President) — _____

Senate Pro Tempore — _____

Majority Leader — _____

Minority Leader — _____

Sergeant-at-Arms — _____

Secretary of Majority — _____

Secretary of Minority — _____

House of Representatives:

Speaker of the House — _____

Sergeant-at-Arms — _____

Postmaster — _____

Judicial Branch

Chief Justice of the Supreme Court — _____

Supreme Court Justices (8) — _____

_____

_____

_____

_____

_____

_____

51

Director of the Federal Bureau of Investigation — _____

National Security Council

President — _____

Vice President — _____

Secretary of State — _____

Secretary of Defense — _____

Director of Central Intelligence Agency — _____

Chairman of the Joint Chiefs of Staff — _____

ASSIGNMENT SHEET 2

GETTING TO KNOW YOUR GOVERNMENT

1

Name _____ Score _____

OBJECTIVE 11

Identify the top officials of your state government.

INTRODUCTION

In this assignment, you will become familiar with a few top officials of your state government. Since there are so many "top" officials in your state government, the list below is limited to the most publicized.

INSTRUCTIONS

- Use standard references
- Follow written instructions

- Complete forms and records

Fill in the most current names of each official. You may find the names in a yearbook, an encyclopedia, the state government manual, an almanac, or other yearly facts book.

Executive Branch

Governor — _____

Lieutenant Governor — _____

State Auditor and Inspector — _____

Attorney General — _____

Secretary of State — _____

State Treasurer — _____

Superintendent of Public Instruction — _____

Commissioner of Labor — _____

Commissioner of Insurance — _____

Corporation Commissioners — _____

_____

_____

Legislative Branch

Senate:

President (Lieutenant Governor) — _____

President Pro Tempore — _____

Majority Floor Leader — _____

Minority Floor Leader — _____

House of Representatives:

Speaker — _____

Speaker Pro Tempore — _____

Majority Floor Leader — _____

Minority Floor Leader — _____

Judicial Branch

Chief Justice — _____

Vice Chief Justice — _____

Justices (7) — _____

_____

_____

_____

_____

_____

_____

_____

WRITTEN TEST

GETTING TO KNOW YOUR GOVERNMENT

1

Name _____ Score _____

OBJECTIVE 1

Match terms associated with the United States government to their correct definitions. Write the correct letters in the blanks.

A.	citizen	G.	charter
B.	constitution	H.	democracy
C.	state government	I.	infrastructure
D.	government	J.	autocracy
E.	republic	K.	municipal
F.	territory	L.	sovereignty

____ 1. Form of government in which power rests with the people, who elect representatives to act for them, also known as a representative democracy

____ 2. Relating to self government

____ 3. Government that possesses certain powers to govern the actions within a state while maintaining allegiance to the central or federal government

____ 4. Person who owes allegiance to a government and is entitled to protection from that government

____ 5. Means by which decisions are made and enforced and activities are conducted in a community

____ 6. Land that is ruled by and owes allegiance to a national government which in turn protects that land economically and physically from invasion

____ 7. Sovereignty lies with the people

____ 8. Set of basic principles on which a government is organized; a plan of government

____ 9. Basic facilities, equipment, and installations needed for a system to function

____ 10. Document issued by a governing body outlining its purpose and privileges

May be photocopied for student use.

OBJECTIVE 2

Describe the types of political systems. Briefly describe each type of system.

- Unitary — _____

  _____

  _____

- Confederal — _____

  _____

  _____

- Federal — _____

  _____

  _____

OBJECTIVE 3

Describe the historical documents of the United States of America. Briefly describe each document.

- Declaration of Independence — _____

  _____

  _____

- Articles of Confederation — _____

  _____

  _____

- Constitution — _____

  _____

  _____

- Bill of Rights — _____

  _____

  _____

May be photocopied for student use.

OBJECTIVE 4

List the powers of the legislative branch as provided for in the Constitution. Write four powers.

- _____
- _____
- _____
- _____

OBJECTIVE 5

List the powers of the executive branch as provided for in the Constitution. Write five powers.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 6

List the powers of the judicial branch as provided for in the Constitution. Write four powers.

- _____
- _____
- _____
- _____

OBJECTIVE 7

Evaluated on Assignment Sheet 1

May be photocopied for student use.

OBJECTIVE 8

Select from a list the delegated powers of our federal government. Write an "X" in front of the answers that apply.

____ A. Admit new states

____ B. Regulate commerce

____ C. Raise and support an army

____ D. Declare war

____ E. Conduct elections

____ F. Establish local governments

____ G. Establish courts

____ H. Establish a post office

____ I. Govern territories

____ J. Issue licenses

____ K. Establish and maintain foreign relations

____ L. Levy and collect taxes

OBJECTIVE 9

List the reserved powers of our individual state governments. Write eight powers.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 10

Select from a list the concurrent powers shared by our federal and state governments. Write an "X" beside each correct answer.

____ A. Raise and support an army

____ B. Govern territories

____ C. Declare war

____ D. Levy and collect taxes

____ E. Borrow money

____ F. Provide for the general welfare

____ G. Make and enforce laws

____ H. Establish courts

____ I. Regulate commerce

OBJECTIVE 11

Evaluated on Assignment Sheet 2

May be photocopied for student use.

SUPPLEMENT

Executive Branch

1. 4
2. 1996
3. 14, 35, natural born citizen of the United States
4. electors, senators, representatives
5. 8 in Oklahoma

Legislative Branch

1. Senate, House of Representatives
2. 2
3. 25, 7, a citizen
4. 6
5. 35, 9, citizen
6. once every year
7. population
8. Oklahoma has approximately 3 million people, 6
9. 2
10. House of Representatives, another state is admitted to the union

Judicial Branch

1. Congress
2. cases involving foreign ministers, cases involving state governments
3. jury
4. 9
5. President, Congress

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ASSIGNMENT SHEETS

OBJECTIVE 7

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. E
2. K
3. C
4. A
5. D
6. F
7. H
8. B
9. I
10. G

OBJECTIVE 2

Explanation should include:

- Unitary — Government that concentrates authority in a central government
- Confederal — Government in which the local or state governments hold more power than the central government; does not recognize the power of a strong central government
- Federal — Government in which a union of states recognizes the sovereignty of a central authority while retaining certain reserved powers of government

OBJECTIVE 3

Explanation should include:

- Declaration of Independence — this document was written to explain why the colonies were rebelling against England; it insisted on a just government based on the consent of the people, rather than being ruled by one or a few people; it stated there would be no taxation without representation

May be photocopied for student use.

- Articles of Confederation — First written plan for the government of the United States of America; this plan called for a confederacy of the states having a weak central government and strong state governments

- The Constitution — Oldest written plan in the world for a government that is still being used; written in response to the citizens of the newly founded United States of America to address items that were not found in the Articles of Confederation as well as to form a democratic republic instead of a confederacy

- Bill of Rights — First ten amendments to the U.S. Constitution that states the basic rights of U.S. citizens

OBJECTIVE 4

- Make laws
- Override a presidential veto with 2/3 vote
- Approve appointments to the Supreme Court and the Presidential Cabinet
- House of Representatives can bring charges forth regarding public officials; the Senate hears the charges and decides whether or not the person is guilty or not guilty

OBJECTIVE 5

- Recommend laws
- Veto proposed laws
- Appoint Supreme Court justices
- Oversee armed forces
- Manage the government

OBJECTIVE 6

- Judge the fairness of laws
- Settle disputes between states
- Decide on constitutionality of laws
- Rule a president's actions unconstitutional

OBJECTIVE 7

Evaluated on Assignment Sheet 1

OBJECTIVE 8

A, B, C, D, H, I, K, L, M

May be photocopied for student use.

OBJECTIVE 9

- Regulate commerce in the state
- Conduct elections
- Incorporate businesses
- Issue licenses
- Establish local governments
- Provide for public safety

OBJECTIVE 10

D, E, F, G, H

OBJECTIVE 11

Evaluated on Assignment Sheet 2

May be photocopied for student use.

OBJECTIVE SHEET

LOCAL GOVERNMENT 2

INTRODUCTION

Your city and county governments influence the quality of your everyday life by such activities as overseeing road construction and maintenance, collecting taxes, and managing utilities. How much do you know about the systems and the people responsible for these important activities? Understanding your local governments will help you vote more intelligently and contribute to your community more effectively.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Define terms related to local government.
2. Identify the major functions of each county official.
3. Describe the types of city government.
4. List the major concerns of city government.
5. Interview county officials. (Assignment Sheet 1)
6. Determine the problems of city government in your area. (Assignment Sheet 2)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Define terms related to local government.

- Explain to students that knowing how their local government works will help them understand how decisions are made and how changes come about.
- Use Information Sheet, objective 1 to discuss terms related to local government.

Objective 2: Identify the major functions of each county official.

- Discuss the major functions of each county official using Information Sheet, objective 2.
- Have a county official come to class to explain the duties of county officials.
- Arrange for students to visit county offices to meet their county officials.

Objective 3: Describe the types of city government.

- Use Information Sheet, objective 3, and Transparencies 1-4 to discuss the types of city government.
- Invite representatives of each type of city government to address the class and talk about their type of government.
- Have students visit a city council or city commission meeting.
- Use Transparency 5 to show students the various areas of responsibility of city government.

Objective 4: List the major concerns of city government.

- Discuss the concerns of city government, using Information Sheet, objective 4.

Objective 5: Interview county officials. (Assignment Sheet 1)

- Have students complete Assignment Sheet 1. Have students decide in class which officer they are going to interview; try to have students planning to interview the same officer work in pairs or groups to avoid wasting the official's time. Be sure that all officials are covered by at least one student.

Objective 6: Determine the problems of city government in your area. (Assignment Sheet 2)

- Have students complete Assignment Sheet 2.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *Strategic Planning for Local Government: A Handbook for Officials and Citizens.* Jefferson, NC: McFarland & Co., 1993.
- Colman, William G. *State and Local Government and Public-Private Partnerships: Policy-Issues Handbook.* New York: Greenwood Press, 1989.
- Grey, Lawrence. *How to Win a Local Election: A Complete Step-by-Step Guide.* New York: M. Evans, 1994.

- Oakley, Andy. *Issues Confronting City and State Governments: A Guide to Improving and Understanding Local Governments of all Shapes and Sizes, from Towns to Counties to State Agencies.* Skokie, IL: P.O. Pub. Co., 1994.

- Wheeler, Edward T. *Government that Works: Innovation in State and Local Government.* Jefferson, NC: McFarland, 1993.

- *Managing Local Government: Public Administration in Practice.* Newbury Park, CA: Sage, 1991.

- Burns, James MacGregor. *State and Local Politics: Government by the People,* (6th ed.). Englewood Cliffs, NJ: Prentice Hall, 1990.

- Ashworth, G.J. *Selling the City: Marketing Approaches in Public Sector Urban Planning.* New York: Belhaven Press, 1990.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Some local/city governments or agencies may have information on a web site.

- Current magazines, newspapers, and television programs with information relating to your local area government.

- Promotional/Visitor brochures or pamphlets from your local or surrounding areas.

  ☛ **NOTE:** Many local government officials actively recruit visitors and/or businesses to their communities. Attracting visitors and/or businesses can improve the local economy and make quality of living in the area better.

INFORMATION SHEET

LOCAL GOVERNMENT 2

OBJECTIVE 1

Define terms related to local government.

- **alderman** — a member of a legislative body
- **charter** — document issued by a governing body outlining its purpose and privileges
- **county** — chief subdivision of the state

  ☞ **NOTE:** In Alaska, the major state subdivisions are called boroughs, and in Louisiana, they are called parishes. Both function in the same manner as counties.
- **government** — means by which activities are done for the society that cannot be done individually

  EXAMPLE: Attracting businesses, subsidizing schools, monitoring pollution
- **incorporated** — towns of more than 1,000 people and cities may file evidence with the county clerk and secretary of state that they have a charter and laws of their own or that they comply with state statutes regarding municipalities
- **infrastructure** — basic facilities, equipment, and installations needed for a system to function
- **mayor** — chief civil officer of a city or town
- **municipal** — relating to local self government
- **officials** — people elected to assume responsibility for seeing that certain things are done
- **ordinance** — a regulation enacted by a municipal government
- **town** — community with fewer than 1,000 inhabitants
- **ward** — a division of a city or town, used to determine representatives

OBJECTIVE 2

Identify the major functions of each county official.

☛ **NOTE:** County officials are elected by county voters for four-year terms.

- **Board of County Commissioners** — business managers of the county with the following responsibilities:

  ☛ **NOTE:** Each county has three county commissioners.

  - Constructing and maintaining all county property including, roads, bridges, parks, buildings, and equipment

    ☛ **NOTE:** To replace a road sign costs taxpayers approximately $100.

  - Buying and selling property for the county
  - Inspecting and authorizing claims against the county
  - Making appointments to fill vacancies in county offices and on various boards
  - Acting as the legal entity for the county in lawsuits

- **County Treasurer** — banker for the county with the following responsibilities:

  - Collecting taxes
  - Investing taxes and other county monies
  - Selling property if taxes are not paid

- **County Assessor** — revenue detector for the county with the following responsibilities:

  - Finding, listing, and assessing all taxable property in the county
  - Determining a fair market value for each piece of taxable property, both real and personal

    ☛ **NOTE:** *Real property* refers to land and everything attached; *personal property* refers to business inventory and equipment.

- **County Clerk** — accountant for the county with the following responsibilities:
  - Paying claims against the county
  - Keeping records of all county business
- **Court Clerk** — keeper of legal records for the county with the following responsibilities:
  - Keeping records of each case in county and district court
  - Issuing licenses such as those for marriage, beverage concessions, pool halls, and transient merchants
- **Sheriff** — chief law enforcement officer with the following responsibilities:
  - Enforcing laws
  - Making arrests
  - Summoning jurors and witnesses
  - Enforcing court orders
  - Maintaining jails and prisoners
- **Election Board** — managers of all elections in the county with the following responsibilities:

  ☑ **NOTE:** The three-member board is appointed for four years by the State Election Board.

  - Conducting all elections in the county
- **County Excise and Equalization Board** — Overseer of county income and expenditures with the following responsibilities:

  ☑ **NOTE:** The three-member board serves four-year terms or for the duration of the members' appointing agencies.

  - Evaluating and approving budgets for government units

    ☑ **NOTE:** This includes the county budget and those of cities, towns, and schools in the county.
  - Deciding how many mills may be imposed for support of each unit

- Dividing the amount of taxes levied among the county, the city, and schools

  ☞ **NOTE:** A mill, one tenth of a cent (one thousandth of a dollar), is used only in calculation, not in currency.

- Hearing complaints on taxes and equalizing taxes as needed

OBJECTIVE 3

Describe the types of city government.

- Aldermanic
  - Mayor
    - Presides at council meetings
    - Votes only in case of a tie
    - May veto ordinances and resolutions
    - May appoint heads and board members
    - Prepares budget
    - Enforces city ordinances
    - May grant pardons and remissions of fines
  - Council
    - Enacts ordinances
    - Raises revenue
    - Creates and changes city departments
    - May override mayor's veto with 2/3 vote

      ☞ **NOTE:** More than 40 cities in Oklahoma operate under the aldermanic form.

- Council-Manager
  - Council
    - Elects a mayor from among its members
    - Appoints a city manager
    - Enacts ordinances
    - Raises revenue
    - Appoints members to boards and commissions
    - Creates and changes city departments
    - May grant pardons and remissions of fines
    - Inquires into operations of city departments
  - Mayor
    - Presides at council meetings
    - May make motions and votes on all issues
    - Signs ordinances and commissions
  - City Manager
    - Administers departments
    - Appoints and disciplines employees
    - Prepares the budget
    - Makes recommendations to the council

    ☑ **NOTE:** Over 20 cities in Oklahoma use the council-manager form.

- Mayor-Council
  - Mayor
    - Presides at council meetings
    - Votes on all issues before the council
    - Signs ordinances and commissions

- Serves as chief executive officer of the city
- Prepares the budget
- Administers city departments and budgets
- May grant pardons and remissions of fines

- Council
  - Enacts ordinances
  - Raises revenue
  - Appoints members to boards and commissions
  - Inquires into operations of city departments

  ☛ **NOTE:** Only five cities in Oklahoma use the mayor-council form.

- Town
  - Trustees
    - Elect a mayor from among its members
    - Appoint and discipline employees
    - Enact ordinances
    - Raise revenue
    - Inquire into operations of town departments
    - Create and change town departments
    - May grant pardons and remissions of fines
  - Mayor
    - Presides at board meetings
    - Makes motions and votes on all issues before the board
    - Signs ordinances and commissions
    - Head of government for ceremonial purposes

- Clerk
  - Keeps minutes of board meetings
  - Has custody of documents, records, archives, etc.
- Treasurer
  - Maintains accounts and books
  - Deposits funds

  ☑ **NOTE:** More than 430 towns in Oklahoma are governed under this form; most have fewer than 1500 inhabitants.

OBJECTIVE 4

List the major concerns of city government.

- Deteriorating infrastructure

  ☑ **NOTE:** As such things as roads, bridges, public facilities, and safety equipment (such as that operated by the fire department and law enforcement) age, they must be replaced.

- Shifting population

  ☑ **NOTE:** The movement of people in and out of metropolitan areas challenges cities and rural districts in providing utilities, schools, transportation, and protection.

- Growing environmental hazards

  ☑ **NOTE:** Emissions from factories and vehicles, waste, and contaminated water supplies threaten the health of people, plants, and animals. Local governments must work to comply with federal and state regulations regarding environmental hazards.

- Increasing numbers of poor and needy

  ☑ **NOTE:** When federal aid ends or diminishes and when unemployment rises, the numbers of poor and needy people increase. Local aid, including assistance from charitable agencies and religious organizations, may need adjustment.

- Growing population without proportionate taxation

  ☛ **NOTE:** When communities grow, greater demands are made for services provided by local agencies. If the economy is not strong, thus providing sales and property taxes, cuts must be made in all budgets to meet the most pressing needs.

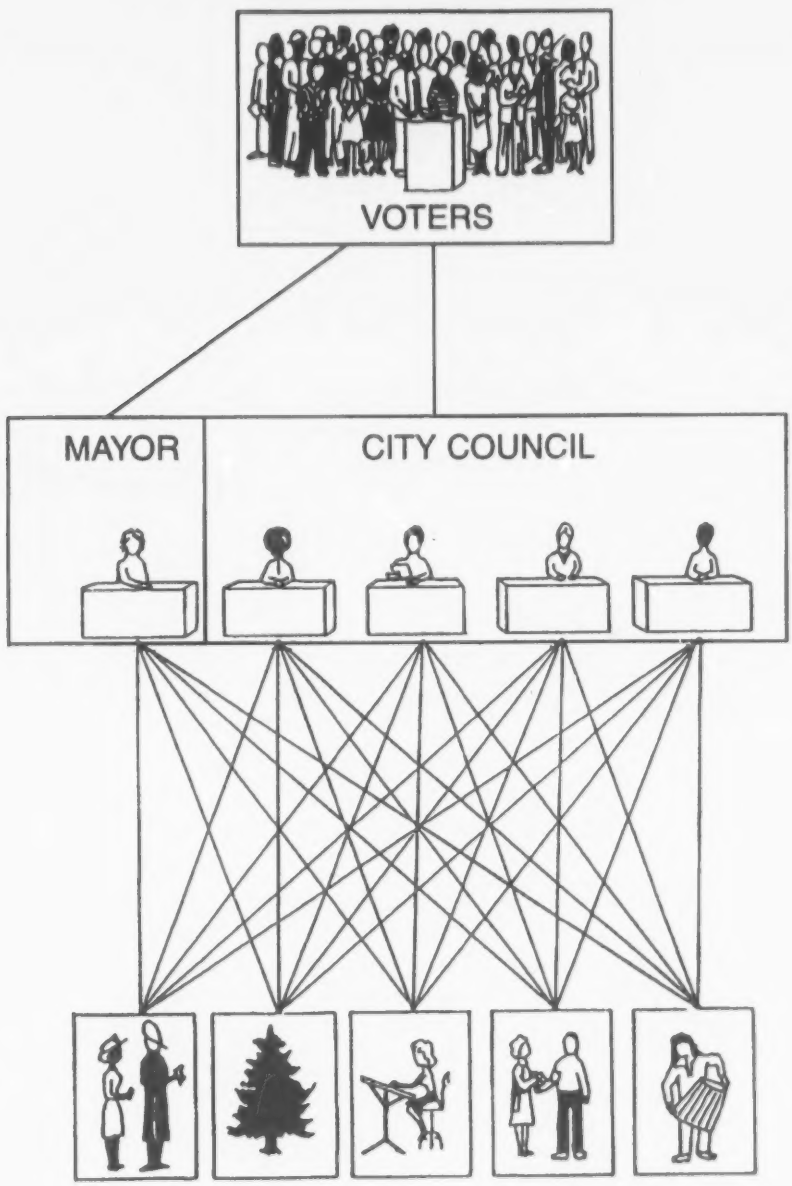
- Complying with federal regulations

  ☛ **NOTE:** Much of the money used for local infrastructure is provided through grants from the federal government based upon a city's meeting certain criteria. Fulfilling these requirements can be costly and time-consuming for city officials.

OBJECTIVE 5 **Complete Assignment Sheet 1.**

OBJECTIVE 6 **Complete Assignment Sheet 2.**

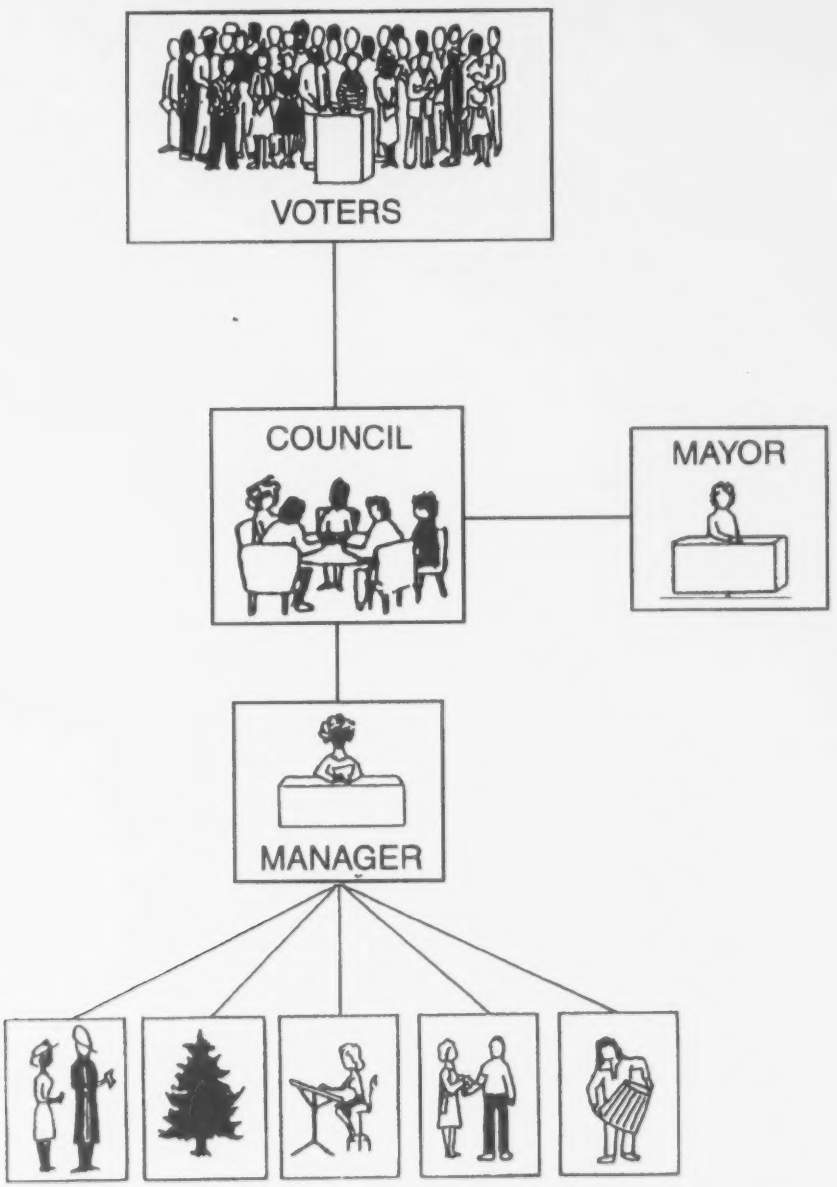
Aldermanic Form of City Government



Other officials, such as clerk, treasurer, and street commissioner, appointed by the City Council

May be photocopied for student use.

Council-Manager Form of City Government

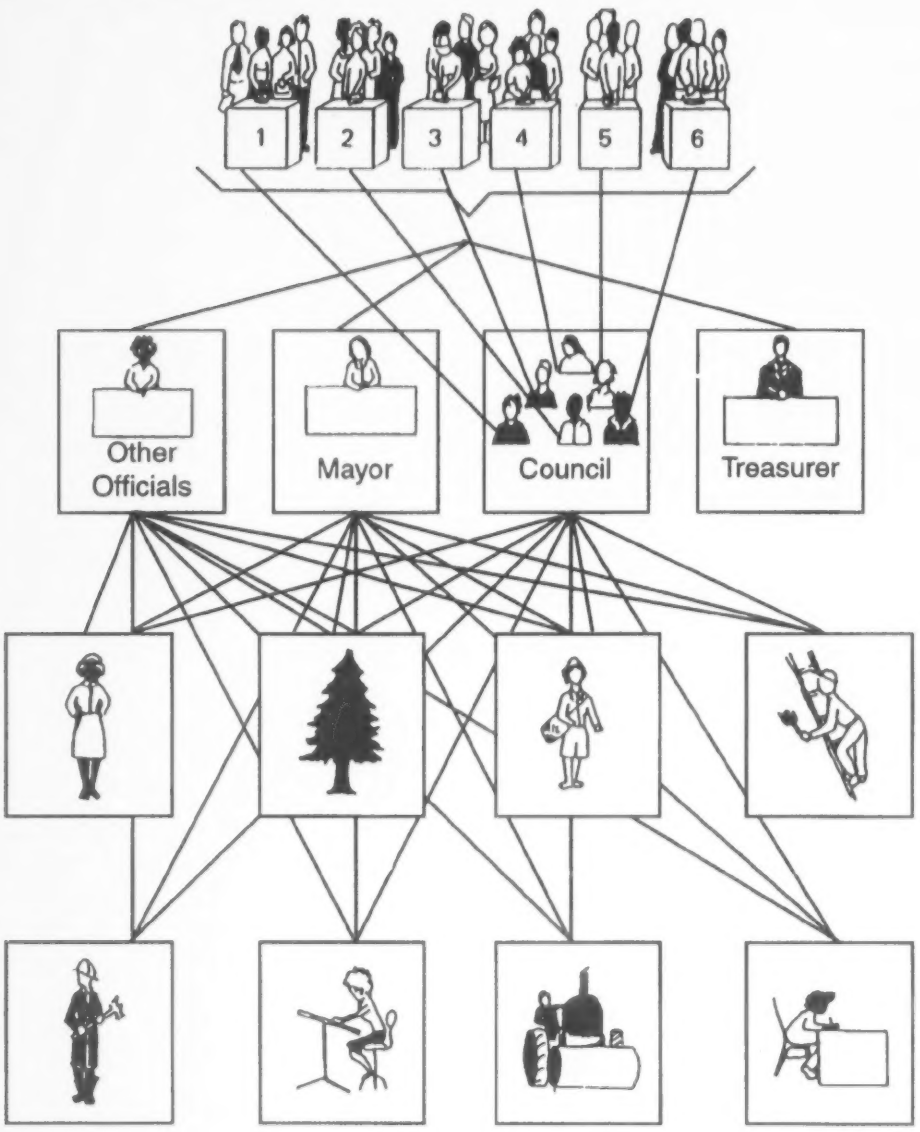


Other officials hired by city manager

May be photocopied for student use.

Mayor-Council Form of City Government

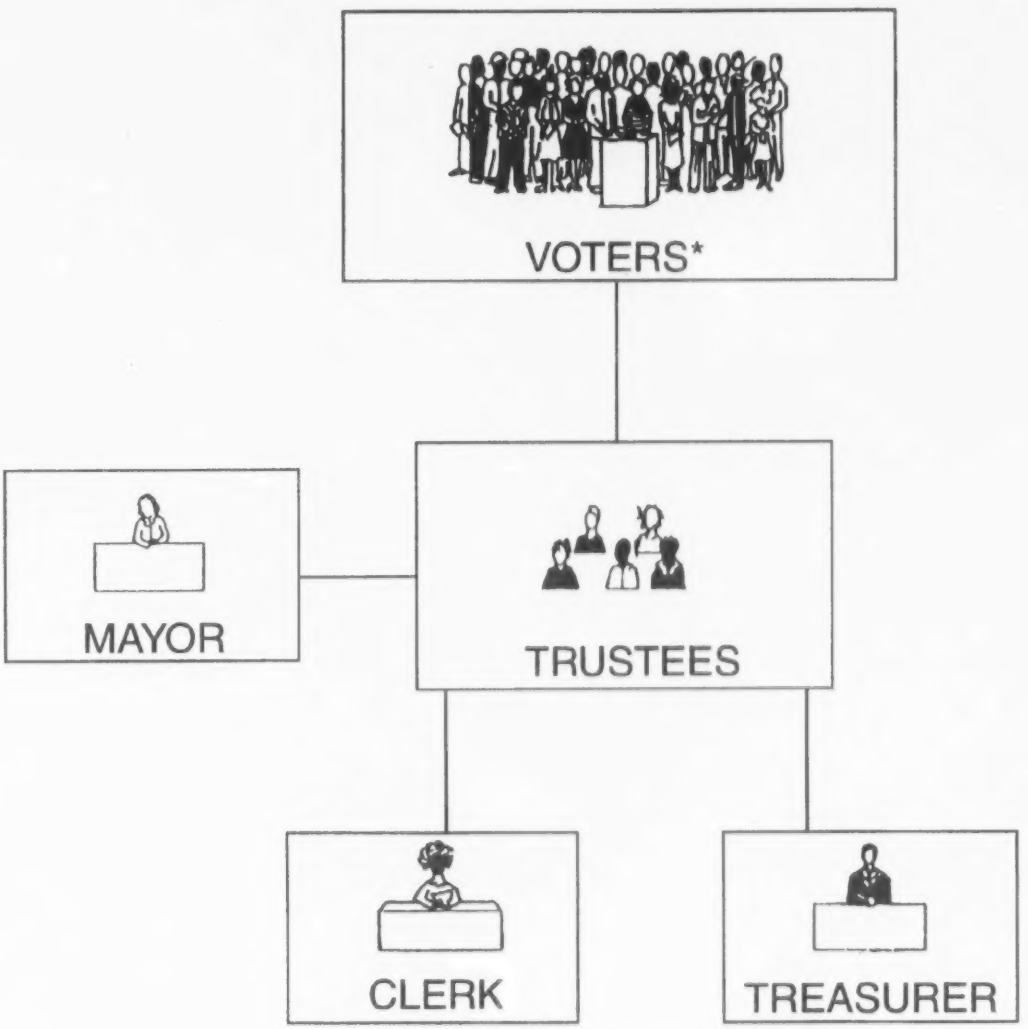
Wards — Units of voters



Other officials appointed by mayor, council, treasurer and others.

May be photocopied for student use.

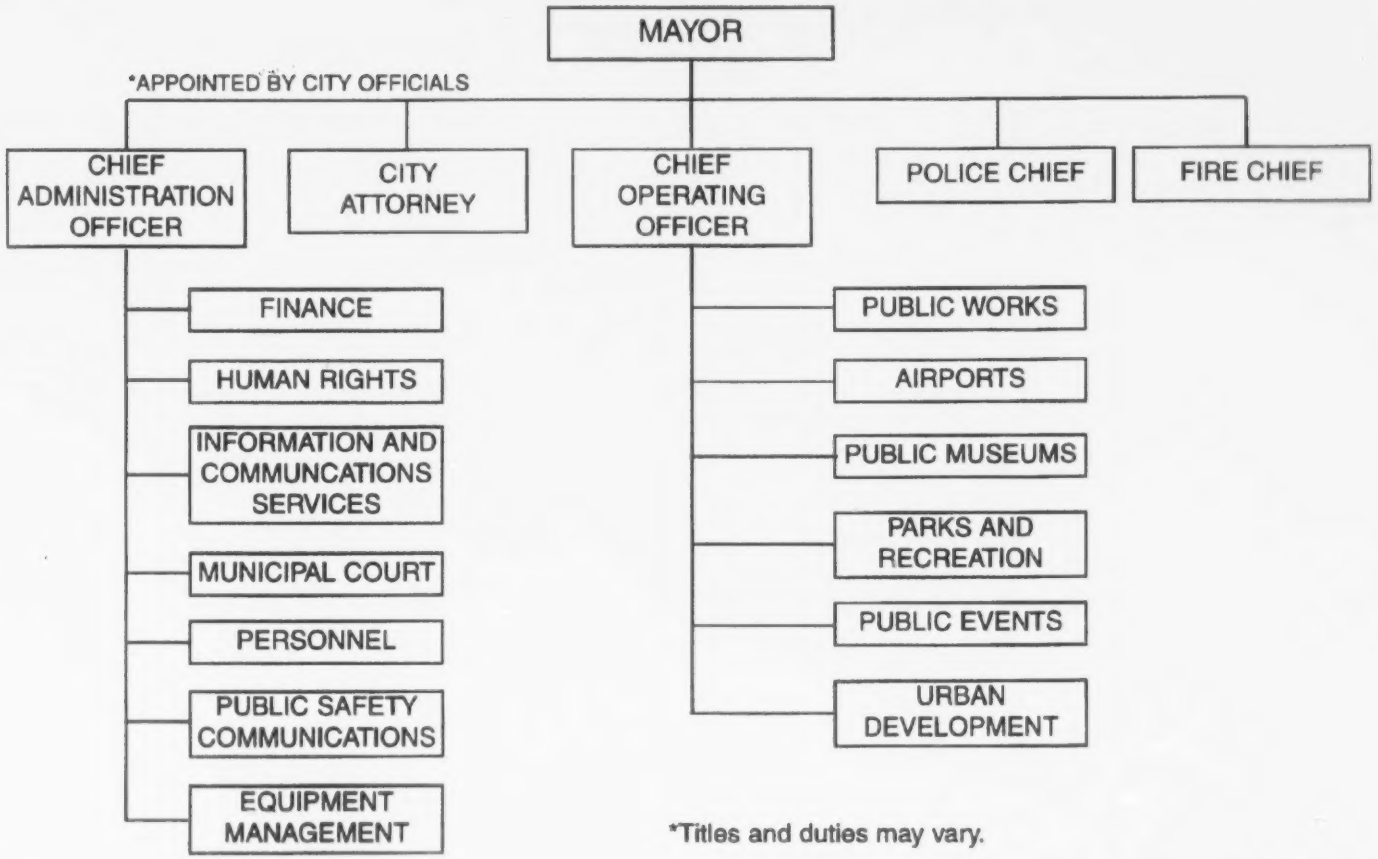
Town Form of City Government



* May be in wards or at-large

May be photocopied for student use.

Sample Executive Branch of Mayor-Council Form



*Titles and duties may vary.

May be photocopied for student use.

ASSIGNMENT SHEET 1

LOCAL GOVERNMENT 2

Name _____ Score _____

OBJECTIVE 5

Interview county officials.

INTRODUCTION

Caring for the roads, libraries, and health facilities you commonly use is one of the responsibilities of county officials. Getting acquainted with the roles of your county officials will help you understand how their work gets done.

INSTRUCTIONS

- Use standard grammar, spelling, and capitalization
- State ideas clearly
- Write letters

- Apply active listening skills
- Conduct/receive interviews
- Make informative presentations

Select one of the county officials listed. Make an appointment to interview that official. Explain your reason for requesting an interview when you call. Ask the following questions and any others you would like to ask.

Be sure to thank the official for his or her time as you leave the interview, and send a thank-you note within the following week.

After the interview, prepare a short, informative report for the class, explaining specifically what that official does in your county.

1. What are your general duties? _____

   _____

2. What duties take the most time? _____

   _____

3. What duties are the most interesting? Why? _____

   _____

4. What duties do you think are most important? Why? _____

   _____

5. How many hours per week do you work? _____

   _____

6. Does your work require travel? How much? Where? _____

_____

7. What problems come with this position? _____

_____

8. What dangers (if any) come with this position? _____

_____

9. How many people work under your supervision? What do they do? _____

_____

10. What are the major rewards of this position? _____

_____

11. What do you feel have been your major accomplishments?

_____

12. What have been your major disappointments (if any)? _____

_____

13. How can someone my age be of assistance to you? _____

_____

14. What is the role of the voter regarding your position? _____

_____

15. What characteristic do you admire most in a public official?

_____

ASSIGNMENT SHEET 2

LOCAL GOVERNMENT 2

Name _____ Score _____

OBJECTIVE 6

Determine the problems of city government in your area.

INSTRUCTIONS

- Draw conclusions
- Select useful resources

- Use topic sentences

- Present personal opinion/viewpoint

Using local newspapers, local radio and television news, and local city officials, find out what particular problems exist within each of the following areas. Be prepared to share your conclusions.

Health of the community: _____

_____

_____

Utilities: _____

_____

_____

Public facilities: _____

_____

_____

Care of poor and needy: _____

_____

_____

Safety services: _____

_____

_____

Population: _____

_____

_____

Other problem areas: _____

_____

_____

_____

_____

_____

What type of city government does your city use? _____

WRITTEN TEST

LOCAL GOVERNMENT 2

Name _____ Score _____

OBJECTIVE 1

Define terms related to local government.

- officials — _____
- ordinance — _____
- infrastructure — _____
- county — _____
- ward — _____
- charter — _____
- municipal — _____
- town — _____

May be photocopied for student use.

- mayor — _____

_____

- alderman — _____

_____

OBJECTIVE 2

Identify the major functions of each county official. In the blanks below, write the county official who performs each of the following duties:

- Business managers of county _____
- Chief law enforcement officer _____
- Accountant of county _____
- Banker for county _____
- Issues marriage licenses _____
- Assesses taxes _____
- Divides the amount of taxes levied among the county, the city, and schools _____
- Hears complaints about taxes _____
- Summons jurors and witnesses _____
- Pays all claims against the county _____
- Determines fair, marketable value of all taxable property _____

_____

- Constructs and maintains all county property _____

_____

- Collects taxes _____
- Keeps records of the courts _____
- Conducts elections _____

May be photocopied for student use.

OBJECTIVE 3

Describe the types of city government. Name and briefly describe the four types of government.

- _____ – _____
  _____
- _____ – _____
  _____
- _____ – _____
  _____
- _____ – _____
  _____

OBJECTIVE 4

List the major concerns of city government. Briefly describe five concerns.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 5

Evaluated on Assignment Sheet 1

OBJECTIVE 6

Evaluated on Assignment Sheet 2

May be photocopied for student use.

ANSWERS

LOCAL GOVERNMENT 2

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

- officials — people elected to assume responsibility for seeing that certain things are done
- ordinance — a regulation enacted by a municipal government
- infrastructure — basic facilities needed for a system to function
- county — chief subdivision of a state
- ward — a division of a city or town, used to determine representatives
- charter — a document issued by a governing body outlining its purposes and privileges
- municipal — relating to self government
- town — community with fewer than 1,000 inhabitants
- mayor — chief civil officer of a city or town
- alderman — a member of a legislative body

May be photocopied for student use.

OBJECTIVE 2

- Board of county commissioners
- Sheriff
- County clerk
- County treasurer
- Court clerk
- County assessor
- County excise board
- County excise board
- Sheriff
- County clerk
- County assessor
- Board of county commissioners
- County treasurer
- Court clerk
- Election board

OBJECTIVE 3

- Aldermanic — A mayor and a council are elected. The council legislates ordinances and raises money; the mayor is the administrator for the municipality.
- Council-manager — A council is elected; members then elect one of their council to act as mayor to preside over the council; all participate in legislating ordinances and raising money. A city manager is hired to act as administrator for the municipality.
- Mayor-council — A mayor and a council are elected. The mayor presides over the council, participates in legislation, and acts as administrator for the municipality.

May be photocopied for student use.

- Town — Trustees are elected; members then elect one of their council to act as mayor to preside over the council; all participate in legislating ordinances and raising money. A city clerk and a city treasurer are hired to do administration tasks.

OBJECTIVE 4

Answers should include:

- Deteriorating infrastructure
- Shifting population
- Growing environmental hazards
- Increasing numbers of poor and needy
- Growing population without proportionate taxation
- Complying with federal regulations

OBJECTIVE 5

Evaluated on Assignment Sheet 1

OBJECTIVE 6

Evaluated on Assignment Sheet 2

May be photocopied for student use.

OBJECTIVE SHEET

MAKING LAWS 3

INTRODUCTION

The most important task of a legislator is to make laws that will fairly represent the welfare of all citizens. In order for you to judge a legislator's ability to represent you, you must understand the process through which a bill passes before it becomes a law. You must also try to consider the effects of the bill on others as well. Understanding individual rights, both political and humanitarian, will help you comprehend how other people view legislators and the laws they make.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with making laws to their correct definitions.
2. List rights guaranteed in the Bill of Rights.
3. Identify human rights issues. (Assignment Sheet 1)
4. Arrange in order the steps a citizen can take to make a law.
5. Arrange in order the stages necessary for a bill to become a law.
6. List questions that legislators need to have answered when considering passage of a bill. (Assignment Sheet 2)
7. List the steps of "checks and balances" that each branch of the federal or state government can exercise in regard to passing a law.
8. Participate in a mock legislative session. (Assignment Sheet 3)

SUGGESTED ACTIVITIES	*MAKING LAWS*	3

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with making laws to their correct definitions.

- Use Information Sheet, objective 1 to introduce the process of making laws.

Objective 2: List rights guaranteed in the Bill of Rights.

- Ask students to define *right* and to give examples of what they think their rights are. Write these on the board.
- Use Information Sheet, objective 2 to discuss how the rights students gave are covered in the Bill of Rights.

Objective 3: Identify human rights issues. (Assignment Sheet 1)

- Use the Information Sheet, objective 3 and Supplement 1 to discuss human rights.
- Discuss the difference between political rights of the Bill of Rights and human rights of the United Nations document.
- Ask students to share what they know of current events regarding the infringement of human rights in other countries.
- Have the students complete Assignment Sheet 1. Ask them to share their responses.

Objective 4: Arrange in order the steps a citizen can take to make a law.

- Use Information Sheet, objective 4 to discuss the process an individual or organization can follow to make a law.
- Emphasize the difference between Initiative and Referendum and the fact that this process is at the state level only.
- Ask students for evidence they have seen of this process in action.

Objective 5: Arrange in order the stages necessary for a bill to become a law.

- Use Transparency 1 to illustrate the stages of lawmaking in Oklahoma.
- Emphasize that the general process is the same at the federal and state levels.
- Invite a local representative or senator to visit the class to describe the passage of a bill in his or her chamber.

Objective 6: List questions that legislators need to have answered when considering passage of a bill. (Assignment Sheet 2)

- Use Supplement 2 to discuss the types of questions legislators must answer before they decide to approve or kill a bill.
- If several students have chosen the same issue, ask them to share their questions with the class.

Objective 7: List the steps of "checks and balances" that each branch of the federal or state government can exercise in regard to passing a law.

- Use Information Sheet, objective 7 and Transparency 2 to discuss the system of checks and balances in federal and state government.
- Discuss with students the advantages and disadvantages of this system.

Objective 8: Participate in a mock legislative session. (Assignment Sheet 3)

- Use Assignment Sheet 3 and Supplement 3 to conduct a mock legislative session.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *The Bill of Rights in Modern America: After 200 Years.* Bloomington, IN: Indiana University Press, 1993.

- *The Bill of Rights: Opposing Viewpoints.* San Diego, CA: Greenhaven Press, 1994.

- Burger, Warren E. *It Is So Ordered: A Constitution Unfolds.* New York: W. Morrow and Co., 1995.

- Carrel, Annette. *It's the Law: A Young Person's Guide to Our Legal System.* Volcano, CA: Volcano Press, 1994.

- *Congressional Quarterly's Desk Reference on American Government.* Washington, D.C.: Congressional Quarterly, 1995.

- *George Washington and American Constitutionalism.* Lawrence, KS: University Press of Kansas, 1993.

- *Historical Change and Human Rights.* New York: Basic Books, 1995.

- King, Martin Luther, Jr. *The Papers of Martin Luther King, Jr.* Berkeley, CA: University of California Press, 1992.

- *May it Please the Court: The Most Significant Oral Arguments Made Before the Supreme Court Since 1955.* New York: The New Press: Distributed by W.W. Norton, 1993.

- Padover, Saul Kussiel. *The Living U.S. Constitution.* New York: Meridian, 1995.

- Willett, Edward F. *How Our Laws are Made.* Washington, D.C.: U.S. G.P.O., 1990.

Videos

- *The Constitution, that Delicate Balance.* Wilmette, IL: Films, Inc., 1988. This is a series of videos dealing with issues relating to the Constitution. Episodes that relate to Unit 3 are listed below.

  Episode 1 — *The President versus Congress: Executive Privilege and Delegation of Powers*

  Episode 5 — *Crime and Insanity*

  Episode 6 — *Crime and Punishments*

  Episode 12 — *Affirmative Action versus Reverse Discrimination*

  Episode 13 — *Federalism: The National Government versus the States*

- *The Supreme Court's Holy Battles*, color, 60 minutes . Alexandria, VA: Public Broadcasting Service, 1989.

- *America's Civil Rights Movement*, color, 38 minutes. Montgomery, AL: Teaching Tolerance, 1992.

Software

- Goddard, Taegan D. *Liberty!* Version 2.0. Hartford, CT: Taegan D. Goddard. This is a shareware program that has a hypertext version of the U.S. Constitution. The program includes all Articles and Amendments, history of the Constitution, important leaders of the Constitution, and Supreme Court cases dealing with Constitutional issues.

- Pedemonti, Ted. *Constitutional Common Law Library*. 1992. This is a shareware program that includes the full text of the U.S. Constitution, the Declaration of Independence, the Articles of Confederation, and the Bill of Rights of all 50 states.

  ☛ **NOTE:** The above programs are shareware and may be downloaded from online services and a fee paid for their use. The programs above are DOS programs. To find these programs online search under terms such as educational software and shareware.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Examples of information available includes historical documents such as the Constitution and Declaration of Independence, information on the legislative, executive, and judicial branches, and current information on legislative events.

  ☛ **NOTE:** To find information on the government for Unit 3 search under key words such as United States Government, civil rights, human rights, legal system, politics, etc.

INFORMATION SHEET

MAKING LAWS 3

OBJECTIVE 1

Match terms associated with making laws to their correct definitions.

- **law** — bill passed by both houses of the legislature and approved by the governor or president, or one which has become effective without his or her signature
- **amendment** — any alteration, adding, changing, substituting, or omitting made or proposed to be made in a bill, motion, or clause
- **appropriate** — set aside funds for a specific purpose
- **author** — the member sponsoring a measure introduced in either house; can also be co-author
- **bill** — a draft of proposed law presented to the legislature for consideration; may be called *act*, *measure*, or *resolution*
- **filibuster** — prolonged debate for the purpose of delaying or preventing action
- **joint committee** — a committee composed of members designated by each house
- **statutes** — compilation of all state laws presently in effect
- **veto** — the action of disapproving a bill

OBJECTIVE 2

List rights guaranteed in the Bill of Rights.

The Bill of Rights, the first ten amendments to the Constitution in 1791, limit the powers of the federal government but not the powers of the states.

- Amendment 1. Freedom of religion, speech, press, assembly, and petition
  - Congress shall make no law regarding establishment of religion or prohibiting its free exercise; or abridging the freedom of speech or of the press; or of the right of people to peaceably assemble and to petition the government.

- Amendment 2. Right to bear arms
  - A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.
- Amendment 3. Housing of troops
  - No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in war time but in a manner prescribed by law.
- Amendment 4. Searches and seizures
  - The right of people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; no warrants shall be issued but upon probable cause.
- Amendment 5. Rights of accused person
  - No person shall be held to answer for a capital or otherwise infamous crime, unless of presentment or indictment of a grand jury, except in cases of armed forces or public danger; nor shall any person be subject for the same offense twice, be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken without just compensation.
- Amendment 6. Right to a speedy, fair trial
  - The accused shall enjoy the right to a speedy and public trial, by an impartial jury, to be informed of the nature and cause of the accusation, to be confronted with witnesses against him, to have witnesses in his favor, and to have counsel.
- Amendment 7. Civil suits
  - In suits of common law, if the value in controversy exceeds $20, the person shall have the right to a jury trial; rules of common law will reign in all United States courts.
- Amendment 8. Bails, fines, punishments
  - Excessive bail shall not be required, no excessive fines imposed, nor cruel and unusual punishments inflicted.

- Amendment 9. Powers reserved to the people
  - The Constitution shall not be used to deny or disparage other rights of the people.
- Amendment 10. Powers reserved to the states
  - The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states or to the people.

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Arrange in order the steps a citizen can take to make a law.

- The **Initiative** is the process by which a person or organization can make a state law without legislative action.

  ☑ **NOTE:** This process varies by state, but all states have similar Initiative and Referendum processes.

  1. A citizen of the state who is a registered voter or an organization registers a petition with the Secretary of State to amend the State Constitution or establish a new law.
  2. The Secretary of State assigns the petition a number, and the individual or organization has 90 days to gather signatures of endorsement.

     Only registered voters may sign a petition.

     - Eight percent of the voters who voted in the election contest with the most votes in the last state election must sign a petition to establish a law.
     - Fifteen percent must sign a petition that will amend the Constitution.
  3. The petition is returned to the Secretary of State and its content published in newspapers throughout the state.
  4. Protestors may ask that the Supreme Court review the content. If the Supreme Court finds the bill insufficient, it is a dead issue.

5. If not, the Secretary of State gives the petition to the Governor who must put the question to a vote of the people.

6. The petition is voted on either in a special election called for that purpose or in the next regular election.

7. If the question passes, it becomes law.

- The **Referendum** requires the same steps as the Initiative except its purpose is to change a law passed by the legislature.

☛ **NOTE:** More than 200 petitions or referendums have been voted on since 1907; less than one half have passed.

OBJECTIVE 5

Arrange in order the stages necessary for a bill to become a law.

☛ **NOTE:** The making of a law is similar in federal and state legislatures.

1. Bill introduced and assigned to committee

   Any member of either house may introduce a bill; this person is called a sponsor. The bill is given a number and assigned to the appropriate committee. The committee chairman may then assign the bill to a subcommittee.

   ☛ **NOTE:** If the president wants a bill introduced, he must get a member to be its sponsor.

2. Subcommittee action

   Hearings are scheduled in which witnesses testify and answer questions. Then markup sessions are held in which the bill may be rewritten. A vote is taken of all subcommittee members on the bill and on any proposed amendments.

   ☛ **NOTE:** Witnesses at hearings include public officials, experts, lobbyists, and concerned citizens.

3. Committee action

   The bill goes back to the committee chairman who may hold additional hearings, markups, and debates over amendments to the original bill. Or, the bill may move immediately to vote.

If many amendments have been made, the committee may introduce a new bill, called a clean bill. If the bill passes, a report must be written that includes an explanation of the bill and minority views.

☛ **NOTE:** In the U.S. House of Representatives a Rules Committee determines how much time will be allowed for debate and whether or not any further amendments will be allowed. As a result, the Rules Committee is very powerful.

4. Floor action

   Once a bill is on the floor, all members can participate in its consideration. In both chambers amendments can be voted on separately. Then the whole bill is put to a vote.

   ☛ **NOTE:** In the Senate opponents may resort to unlimited debate, called filibuster, to block a vote. Motions to recommit to committee action or table a bill must be defeated.

5. Goes to the second chamber

   Once the bill has passed, it goes to the chamber that did not introduce it. A bill originating in the House goes to the Senate; one originating in the Senate goes to the House. Steps 2-5 are then repeated.

6. Sent to president or governor

   If both the House and the Senate pass the same version of the bill, it is sent to the president or governor. If he takes no action within 10 days, it becomes law. If he vetoes the bill, it is returned to Congress for another vote. If two-thirds of the members of both chambers vote in favor of it, it becomes law over the veto; if not, it is defeated.

7. Conference Committee

   If the House and the Senate pass different versions of the same bill, a conference is called to work out the differences.

8. Once the differences are resolved, the bill is again submitted to the president or governor.

9. The bill becomes law or is vetoed, and the veto is upheld by the House and Senate.

10. The law may be challenged if it is thought to violate the Constitution of the state or nation.

☑ **NOTE:** This is a simplification of the actual process which may take an entire legislative session.

OBJECTIVE 6

Complete Assignment Sheet 2.

OBJECTIVE 7

List the steps of "checks and balances" that each branch of the federal or state government can exercise in regard ot passing a law.

Each branch of the federal and state governments has power to negate legislation approved by the other two; of the three, the executive branch has the least power. A law can be passed by a congress and be unchallenged by a supreme court, even if the president or governor has vetoed it.

- The executive branch, president or governor, can veto legislation.
- The legislative branch, the house and senate, can refuse to pass laws requested by the executive branch and pass a law over an executive veto.
- The judicial branch, the supreme court, either federal or state, can find a law unconstitutional.

OBJECTIVE 8

Complete Assignment Sheet 3.

An Abbreviated Listing of Human Rights

Listed below is an abbreviated listing of the Universal Declaration of Human Rights approved by the United Nations in 1948.

Article 1: People have the right to be treated with equality.
Article 2: People have the right to be free from discrimination.
Article 3: People have the right to life, liberty, and security of person.
Article 4: People have the right to be free from slavery.
Article 5: People have the right to be free from torture and degrading punishment.
Article 6: People have the right to recognition as a person before the law.
Article 7: People have the right to equality before the law.
Article 8: People have the right to an effective remedy by a national tribunal for rights violations.
Article 9: People have the right to be free from arbitrary arrest, detention, or exile.
Article 10: People have the right to a fair public hearing.
Article 11: People have the right to be considered innocent until proven guiity.
Article 12: People have the right to be free from arbitrary interference with their privacy, home, family or correspondence.
Article 13: People have the right to free movement inside and out of any country.
Article 14: People have the right to seek and enjoy asylum in other countries from persecution.
Article 15: People have the right to a nationality and the right to change it.
Article 16: People have the right to marriage and a family.
Article 17: People have the freedom to own property.
Article 18: People have the freedom of conscience, religion, and thought.
Article 19: People have the freedom of expression and opinion.
Article 20: People have the right to assemble and associate peacefully.
Article 21: People have the freedom to participate in government and free elections.
Article 22: People have the right to social security.
Article 23: People have the right to desirable work and the freedom to join trade unions.
Article 24: People have the right to rest and leisure.
Article 25: People have the right to adequate living standards for healthy well-being.
Article 26: People have the right to an education.
Article 27: People have the freedom to participate fully in the cultural life of community.
Article 28: People have the right to a local and international social order which guarantees human rights.
Article 29: People have duties and responsibilities to the community which are essential for its development.
Article 30: People have the freedom from state, group, and personal interference with these rights.

Considering a Bill

Important issues for lawmakers to consider before approving or killing a bill include

- Do I know everything I need to know about this bill?

  ☑ **NOTE:** The language in bills can be difficult to comprehend, the issues may be new to the legislator, his or her time may be limited, and all of the ramifications of the bill, most likely, cannot be predicted.

- Why is this law necessary? Could some other avenue remedy this problem or improve the situation?

  ☑ **NOTE:** This is the most important question because the process of making and enforcing laws requires time, effort, and money.

- Who will be affected by this change, and to what extent will their lives be changed?

  ☑ **NOTE:** Some laws have a clause that allows people to be "grandfathered in," which means the requirements of the new law do not force people who are already qualified to be requalified.

- What will be affected by this change, and to what extent will this be changed?

  EXAMPLE: Environment, education, public safety, foreign relations, immigration and naturalization, social security, public health, international trade, natural resources, and taxes

- When will this change occur, and how long will it continue?

  EXAMPLE: Burying nuclear waste without knowing the longevity of the toxic effects of the waste can jeopardize public health.

- Where will this change occur, and will it be contained to the area?

  EXAMPLE: Limiting the number of Mexican immigrants obviously will affect bordering states; it may, however, affect, other states as well.

- What will this change cost, and who will pay?

  ☞ **NOTE:** Because laws require enforcement, revenues are needed to finance their enforcement. Both the federal and state governments sometimes pass laws for which they make no appropriations.

MAKING LAWS

The following steps begin with a bill being first proposed in the House of Representatives; however, a bill may also be first proposed in the Senate.

1. A bill is proposed in the House of Representatives.
2. The House subcommittees study the bill.
3. The House committee holds a hearing regarding the bill.

   ☛ **NOTE:** A bill can be "killed" in committee if the committee is not satisfied with the findings during the hearing or other procedures while in committee.

4. The bill is debated in the House of Representatives.
5. The bill is passed by 2/3 vote in the House of Representatives.
6. The bill is sent to the Senate where it is studied by a Senate committee.

   ☛ **NOTE:** A bill can by "killed" in committee if the committee is not satisfied with the findings during the hearing or other procedures while in committee.

7. The Senate may amend (add or subtract information) the bill.
8. The bill is debated by the Senate if any amendments are made to the bill.
9. The bill is passed by the Senate.
10. The amended bill is sent back to the House of Representatives where the Senate's amendments are reviewed and voted on again.

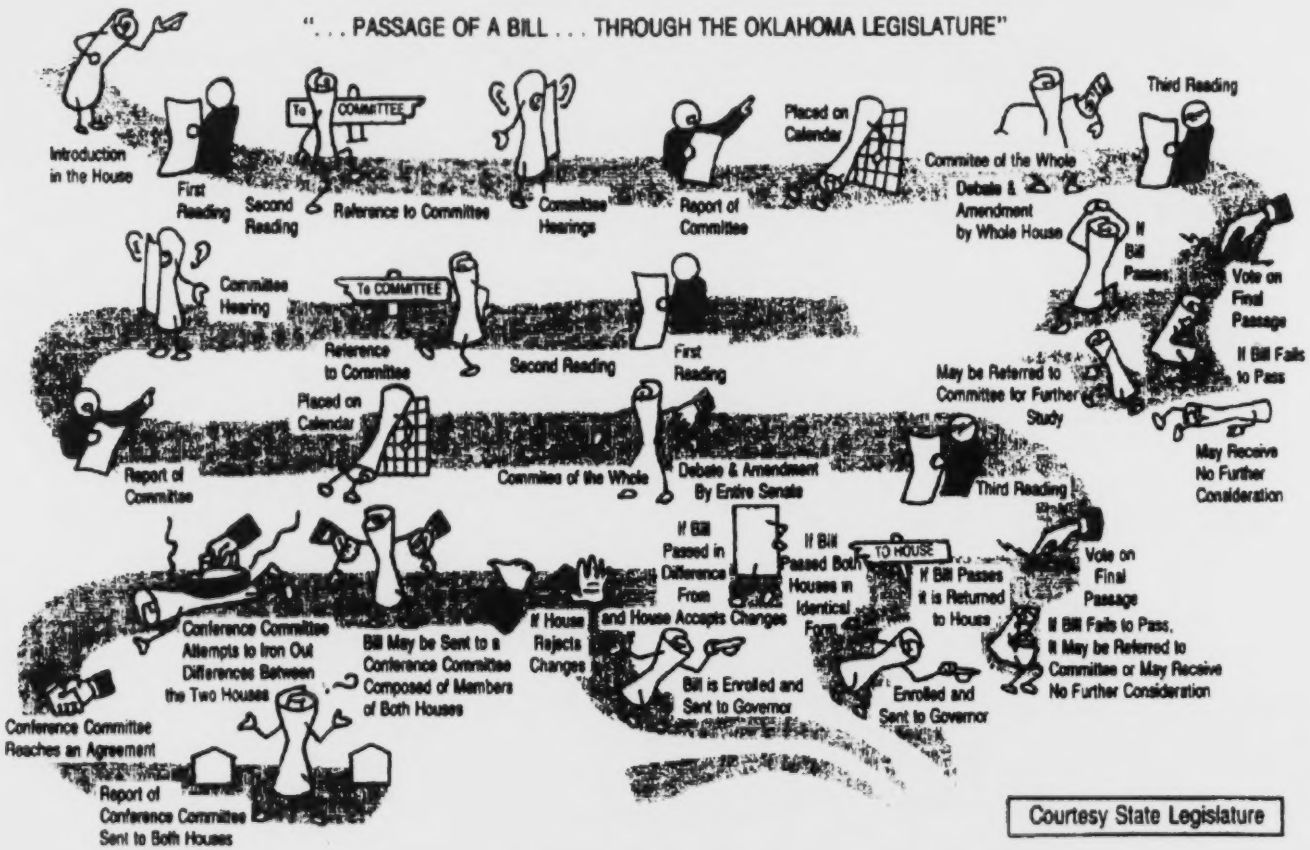
    ☛ **NOTE:** If the House does not agree with the amendments, there is a committee formed consisting of Representatives and Senators to come to a compromise. If a compromise is reached, the bill is sent to the president to be signed.

11. The bill is sent to the president where he or she either signs the bill into law or vetoes the bill and sends it back to the House of Representatives.

    ☛ **NOTE:** The president's veto can be overridden if *both* houses vote for the bill with a 2/3 vote.

12. The law may be challenged by a group or individuals in courts if the law is thought to violate the Constitution.

Passage of a Bill Through the Oklahoma Legislature


"... PASSAGE OF A BILL ... THROUGH THE OKLAHOMA LEGISLATURE"
Introduction in the House
First Reading
To COMMITTEE
Second Reading
Reference to Committee
Committee Hearings
Report of Committee
Placed on Calendar
Committee of the Whole
Debate & Amendment by Whole House
Third Reading
If Bill Passes;
Vote on Final Passage
If Bill Fails to Pass
May Receive No Further Consideration
May be Referred to Committee for Further Study
Committee Hearing
To COMMITTEE
Reference to Committee
Second Reading
First Reading
Placed on Calendar
Report of Committee
Committee of the Whole
Debate & Amendment By Entire Senate
Third Reading
If Bill Passed in Difference From and House Accepts Changes
If Bill Passed Both Houses in Identical Form
TO HOUSE
If Bill Passes it is Returned to House
Vote on Final Passage
If Bill Fails to Pass, It May be Referred to Committee or May Receive No Further Consideration
Conference Committee Attempts to Iron Out Differences Between the Two Houses
Bill May be Sent to a Conference Committee Composed of Members of Both Houses
If House Rejects Changes
Bill is Enrolled and Sent to Governor
Enrolled and Sent to Governor
Conference Committee Reaches an Agreement
Report of Conference Committee Sent to Both Houses

Courtesy State Legislature

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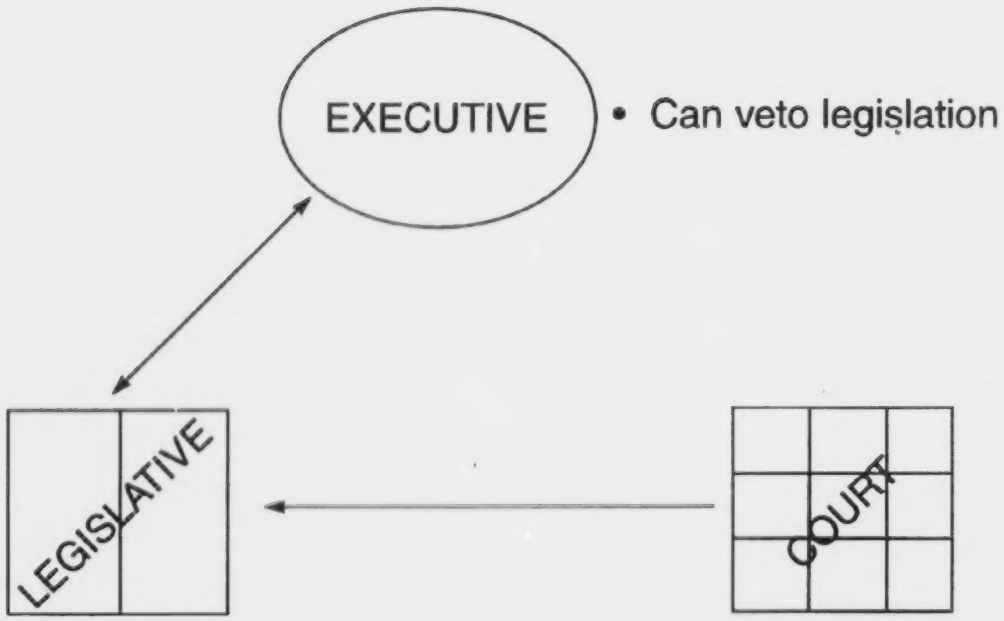
BEST COPY AVAILABLE

The Checks and Balances in Passing a Law


EXECUTIVE
• Can veto legislation
LEGISLATIVE
COURT
• Can override a veto
• Can refuse to pass a bill introduced by the executive branch
• Can declare a law unconstitutional

May be photocopied for student use.

ASSIGNMENT SHEET 1	*MAKING LAWS*	3

Name _____ Score _____

OBJECTIVE 3

Identify human rights issues.

INTRODUCTION

Not all people enjoy the same rights in the United States. Some rights are conferred with age; others are denied because of physical characteristics. Understanding the difference in rights will help you evaluate the fairness of legislative bills and local ordinances.

In 1948, the United Nations approved the "Universal Declaration of Human Rights." Some countries, such as the United States and Western European countries, have laws that protect these rights. Other countries, such as China, have no human rights laws; some, such as Mexico and India, have some guaranteed human rights but not others. In other words, not all people enjoy the same rights; some have few of the rights others take for granted.

Among the rights included in the "Universal Declaration of Human Rights" are the right to

- Be treated with equality.
- Be free from discrimination.

  ☛ **NOTE:** These two rights were expanded in the U.S. Civil Rights Act in 1964.

- Life, liberty, and security of person.
- Be free from torture and degrading punishment.

  ☛ **NOTE:** U.S. diplomats felt that punishment dealt by Singapore to a U.S. citizen was in violation of his human rights.

- Own property.

  ☛ **NOTE:** In China and N. Korea, all property is owned by the state; in other countries, such as Mexico, the amount of property owned is limited by the state.

- Have an education.

  ☛ **NOTE:** Many countries, even some in Western Europe, limit higher education to the most able students.

- Adequate living standards for healthy well-being.

  ☛ **NOTE:** Many people living in Mexico, some African countries, and the war-torn countries of Europe and Asia, do not have safe drinking water; unchecked environmental pollution is common among developing countries.

- Desirable work and the freedom to join trade unions.

  ☛ **NOTE:** In some countries, such as China and Japan, people are assigned jobs or expected to follow the occupation of their parents; some countries, such as those in South America, have no labor unions.

- Participate in government and free elections.

  ☛ **NOTE:** Not all world citizens enjoy the privilege of voting, because it is not allowed by law, the government does not make balloting possible, or a village chief votes for all members. Other countries have been slow to empower all adult citizens; India, for example, gave women the vote in the 1960s.

- Have freedom of expression and opinion.

  ☛ **NOTE:** People in Shi'ite Muslim controlled countries and in communist countries are fearful of speaking their minds.

INSTRUCTIONS

- Present personal opinion/viewpoint

- Follow written instructions

- Identify critical elements/issues

Answer the following opinion questions. Volunteer your responses during the class discussion.

1. What is the most serious human rights violation in the USA today?

2. What rights are denied to some people because of race?

3. What rights are denied to some people because of gender?

4. What rights are denied to some people because of age?

5. What rights are denied to some people because of disability?

6. What rights does a one-day-old baby have?

7. What rights do adults have that teenagers do not have?

8. What rights should high school students have that they don't have now?

ASSIGNMENT SHEET 2

MAKING LAWS 3

Name _____ Score _____

OBJECTIVE 6

List questions that legislators need to have answered when considering passage of a bill.

INTRODUCTION

Since the conflict in Vietnam, people in America have changed their opinions about the rights of young people. Not only were young people given more control over their educational choices, but they were also given the right to vote at the age of 18. The action of youth in the armed services and protestors convinced legislators American youth were capable of making important decisions.

INSTRUCTIONS

- Identify critical elements/issues

- Apply questioning techniques

Choose an issue in which you would like to see a change. It can be an issue previously discussed in class or one mentioned in Supplement 2. If you prefer, choose the issue of lowering the voting age to 16, an issue several states have discussed.

The change I would like _____

_____

_____

Some of the questions I would need answers to if I were a

legislator studying this change _____

ASSIGNMENT SHEET 3	*MAKING LAWS*	3

Name _____ Score _____

OBJECTIVE 8

Participate in a mock legislative session.

INTRODUCTION

Participating in a mock legislative session will help you understand the process of making a law.

INSTRUCTIONS

Students will have the following parts:

- President
- Vice President
- Five members of the House of Representatives
- Five members of the Senate
- Three U.S. Supreme Court justices
- Four citizens

☑ **NOTE:** The numbers of parts may vary by number of students in class.

Have a citizen ask (or lobby) a member of the House of Representatives or Senate to sponsor a bill. Once the bill is sponsored, follow the steps in Supplement 3, Making Laws, to pass or not pass a bill.

Use any subject that is current. You may wish to use U.S. legislative bills, amendments, or laws. Bills may be of local interest such as an open school campus or a larger student parking lot; they may be of state interest such as a curfew on teens or a longer school day or year; they may be of national interest such as limited imports of Japanese goods or confidentiality of AIDS testing. Choose an issue about which most of you have opinions.

WRITTEN TEST

MAKING LAWS

3

Name _____ Score _____

OBJECTIVE 1

Match terms associated with making laws to their correct definitions. Write the letter of the correct word in the blank to the left.

A. veto
B. statutes
C. joint committee
D. filibuster
E. bill
F. author
G. appropriate
H. amendment
I. law

____ 1. Compilation of all state laws presently in effect

____ 2. Any alteration made or proposed to be made in a bill

____ 3. The member sponsoring a measure introduced in either house

____ 4. A measure that passed both houses of the legislature and approved by the governor or president

____ 5. Set aside funds for a specific purpose

____ 6. Disapprove a bill

____ 7. A draft of proposed law

____ 8. Prolonged debate for the purpose of delaying action

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OBJECTIVE 2

List rights guaranteed in the Bill of Rights. Write five.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 3

Evaluated on Assignment Sheet 1

OBJECTIVE 4

Arrange in order the steps a citizen can take to make a law. Write "1" by the first step, "2" by the second, etc.

____ A. If the question passes, it becomes law.

____ B. The petition is circulated among the people of the state.

____ C. The Secretary of State publishes the question in newspapers.

____ D. An individual or group of registered voters submit a petition to the Secretary of State.

____ E. The petition is voted on.

____ F. Protestors may ask the Supreme Court to consider the legality of the question.

____ G. The governor puts the question to a vote of the people.

OBJECTIVE 5

Arrange in order the stages necessary for a bill to become a law. Write "1" by the first stage, "2" by the second, etc.

____ A. Committee action in introducing house

____ B. Floor action in introducing house

____ C. Bill introduced

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____ D. Sent to president or governor

____ E. Bill becomes law

____ F. Subcommittee action in introducing house

____ G. Constitutionality tried by Supreme Court

____ H. Committee study and floor debate in second house

OBJECTIVE 6

Evaluated on Assignment Sheet 2

OBJECTIVE 7

List the steps of "checks and balances" that each branch of the federal or state government can exercise in regard to passing a law. On the lines below, write one action that each branch can take to exercise the power of "checks and balances" when considering passage of a bill.

- Executive Branch — _____
- Legislative Branch — _____
- Judicial Branch — _____

OBJECTIVE 8

Evaluated on Assignment Sheet 3

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ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Answers may include five rights on Supplement 1 or following:

- Equal treatment
- Freedom from discrimination
- Life, liberty, and security of person
- Freedom from torture and degrading punishment
- Own property
- Have an education
- Have adequate living standards
- Have desirable work and freedom to join trade unions
- Participate in government and free elections
- Have freedom of expression and opinion

OBJECTIVE 6

Assignment Sheet 2

Answers will vary but should include Why? Who? What? When? Where? and How financed?

- Do I know everything I need to know about this bill?
- Why is this law necessary? Could other alternatives be found?
- Who will be affected by this change and to what extent?
- What will be affected by this change and to what extent?
- When will this effect occur, and how long will it continue?
- Where will this effect occur, and will it be contained?
- What will this change cost, and who will pay?

OBJECTIVE 8

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

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WRITTEN TEST

OBJECTIVE 1

1. B
2. H
3. F
4. I
5. G
6. A
7. E
8. D

OBJECTIVE 2

Answers should include five of the following:

- Freedom of religion, speech, press, assembly, and petition
- Right to bear arms
- Right to be free of housing troops
- Right to be free of unwarranted searches and seizures
- Rights of accused person
- Right to a speedy, fair trial
- Right to have a trial by jury
- Right to be free from excessive bails, fines, punishments
- Right for individuals to have freedoms
- Right for states to have freedoms

OBJECTIVE 3

Evaluated on Assignment Sheet 1

OBJECTIVE 4

A. 7
B. 2
C. 3
D. 1
E. 6
F. 4
G. 5

OBJECTIVE 5

A. 3
B. 4
C. 1
D. 6
E. 7
F. 2
G. 8
H. 5

OBJECTIVE 6

Evaluated on Assignment Sheet 2

OBJECTIVE 7

- The president or governor can veto
- The congress can fail to introduce a bill or override a veto
- The court can find the law unconstitutional

OBJECTIVE 8

Evaluated on Assignment Sheet 3

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OBJECTIVE SHEET

ENFORCING LAWS 4

INTRODUCTION

Thomas Jefferson said, "In every country where man is free to think and to speak, differences of opinion will arise from differences of perception and the imperfection of reason." He was describing the purpose of law and law enforcement, to resolve those differences in a peaceable manner. It is the job of our law enforcers, from those on the bench to those in squad cars, to see that we remain peaceable.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with law enforcement to their correct definitions.
2. Match the duties of law-related roles to their titles.
3. List the types of state courts.
4. List the purposes of the United States Supreme Court.
5. Interview a person involved in the law enforcement process. (Assignment Sheet 1)
6. List the ways in which law enforcement is financed.
7. Decide a court case. (Assignment Sheet 2)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with law enforcement to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms related to enforcing laws.
- Invite an attorney from the district attorney's office to speak to the class about the various areas of law enforcement, the role of the police and sheriff, common crimes, current legislation regarding the law, etc.

Objective 2: Match the duties of law-related roles to their titles.

- Use Information Sheet, objective 2 to discuss the duties of people involved in law enforcement.
- Ask students to volunteer their experiences with people in these jobs.
- Invite one of these professionals to speak to the class about his or her responsibilities.
- Use Transparency 1 to discuss the responsibilities of judges and attorneys to uphold the law.

☞ **NOTE:** Judges take an oath similar to that of attorneys.

Objective 3: List the types of state courts.

- Use Information Sheet, objective 4 to discuss the four levels of state courts and the function of each.
- Use Transparency 2 to show the students the flow of cases in the state system.

Objective 4: List the purposes of the United States Supreme Court.

- Use Information Sheet, objective 4 to discuss the purposes of the United States Supreme Court.
- Use Transparency 3 to show the flow of cases to the Supreme Court.

Objective 5: Interview a person involved in the law enforcement process. (Assignment Sheet 1)

- Have students complete Assignment Sheet 1.

Objective 6: List the ways in which law enforcement is financed.

- Use Information Sheet, objective 7 to discuss the ways in which law enforcement is financed.
- Ask students to volunteer experiences they have had paying fines and fees.

Objective 7: Decide a court case. (Assignment Sheet 2)

- Have students complete Assignment Sheet 2.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Burger, Warren E. *It Is So Ordered: A Constitution Unfolds.* New York: W. Morrow and Co., 1995.
- Carrel, Annette. *It's the Law: A Young Person's Guide to Our Legal System.* Volcano, CA: Volcano Press, 1994.
- *Congressional Quarterly's Desk Reference on American Government.* Washington, D.C.: Congressional Quarterly, 1995.
- *Congressional Quarterly's Guide to the U.S. Supreme Court,* 2nd ed. Washington, D.C.: Congressional Quarterly, Inc., 1990.
- *Landmark Decisions of the United States Supreme Court IV.* La Jolla, CA: Excellent Books, 1994.
- Lieberman, Jethro Koller. *The Evolving Constitution: How the Supreme Court has Ruled on Issues from Abortion to Zoning.* New York: Random House, 1992.
- *May it Please the Court: The Most Significant Oral Arguments Made Before the Supreme Court Since 1955.* New York: The New Press: Distributed by W.W. Norton, 1993.
- Schwartz, Bernard. *A History of the Supreme Court.* New York: Oxford University Press, 1993.
- *The Supreme Court: A Citizen's Guide.* New York: Pharos Books, 1993.
- *The United States Supreme Court.* Danbury, CT: Grolier Educational Corp., 1995.
- Willett, Edward F. *How Our Laws are Made.* Washington, D.C.: U.S. G.P.O., 1990.

Videos

- *The Constitution, that Delicate Balance.* Wilmette, IL: Films, Inc., 1988. This is a series of videos dealing with issues relating to the Constitution. Episodes that relate to Unit 4 are listed below.

  Episode 4 — *Criminal Justice and a Defendant's Right to a Fair Trial*

Episode 5 — *Crime and Insanity*

Episode 6 — *Crime and Punishments*

Episode 12 — *Affirmative Action versus Reverse Discrimination*

Episode 13 — *Federalism: The National Government versus the States*

Software

- Goddard, Taegan D. *Liberty!* Version 2.0. Hartford, CT: Taegan D. Goddard. This is a shareware program that has a hypertext version of the U.S. Constitution. The program includes all Articles and Amendments, history of the Constitution, important leaders of the Constitution, and Supreme Court cases dealing with Constitutional issues.

- Pedemonti, Ted. *Constitutional Common Law Library*. 1992. This is a shareware program that includes the full text of the U.S. Constitution, the Declaration of Independence, the Articles of Confederation, and the Bill of Rights of all 50 states.

☛ **NOTE:** The above programs are shareware and may be downloaded from online services and a fee paid for their use. The programs above are DOS programs. To find these programs online search under terms such as educational software and shareware.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Examples of information available includes historical documents such and the Constitution and Declaration of Independence, information on the legislative, executive, and judicial branches, and current information on legislative events.

☛ **NOTE:** To find information on the government for Unit 4 search under key words such as United States Government, legal system, Supreme Court, etc.

INFORMATION SHEET

ENFORCING LAWS 4

OBJECTIVE 1

Match terms associated with law enforcement to their correct definitions.

- **adjudication** — the process of determining what a law means in a specific case
- **appeal** — formal request to a high court that it re-examine a verdict reached by a lower court
- **attorney general** — member of the state or federal cabinet who heads the justice department; appointed by the president, elected by most states
- **civil laws** — laws covering noncriminal offenses committed by private individuals, groups, or organizations against other private parties or the government
- **class action suit** — lawsuit brought by one party in the name of others or "the public"
- **due process** — all of the rules and procedures of the legal system must be adhered to and all of the rights of the defendant must be protected when claims of crime have been made; established in Amendment V of the Bill of Rights
- **felony** — crime for which the maximum penalty is imprisonment for more than one year; more serious than a misdemeanor
- **indictment** — formal written accusation charging a person with a crime
- **jurisdiction** — limits within which the government may exercise its powers
- **misdemeanor** — a crime which is punishable by a fine and/or up to one year in jail
- **revenue** — income; money taken in by the government from taxes and other sources

- **tax** — monies paid for the support of government required of individuals, groups, and businesses
- **trial** — formal examination and decision of a case by a court of law

OBJECTIVE 2

Match the duties of law-related roles to their titles.

- **bailiff** — employee of the court in charge of the jury

  ☞ **NOTE:** The bailiff is responsible for the jury's safety during court, housing if necessary, and correspondence with the judge.

- **defendant** — person charged with a crime
- **defense attorney** — attorney who acts on behalf of the defendant
- **district attorney** — government official who represents the state in prosecuting criminal cases and bringing indictments
- **judge** — public official with authority to hear and decide cases in a court of law

  ☞ **NOTE:** Some judges are elected; others are appointed.

- **jury** — body of men and women sworn to give a verdict on some matter submitted to them

  ☞ **NOTE:** A grand jury considers evidence presented by government prosecutors and decides whether or not an indictment should be issued. In Oklahoma registered drivers, 18 and older, are subject to be called for jury duty.

- **law enforcement officer** — employee of a government unit hired to protect citizens by enforcing the laws of that unit

  ☞ **NOTE:** The requirements for employment and duties for law enforcement officers, often called police officers, vary widely.

- **plaintiff** — person who attests that his or her rights have been violated and wants justice

- **police chief** — appointed city official responsible for enforcing city laws and supervising city jails and inmates
- **prosecutor** — attorney who carries out the legal suit on behalf of the plaintiff; may be a district attorney

  ☛ **NOTE:** The plaintiff may be a government unit, such as a county or state.
- **public defender** — attorney appointed to defend individuals who cannot afford an attorney
- **sheriff** — elected county official responsible for enforcing county laws and supervising county jails and inmates

OBJECTIVE 3

List the types of state courts.

☛ **NOTE:** The structure of the judicial system and the responsibilities of courts vary by state.

- Courts of limited jurisdiction
  - **Municipal courts** — hear prosecutions involving violations of municipal ordinances
  - **Court of Tax Review** — hears protests against tax levies
  - **Workers' Compensation Court** — hears and determines claims brought by employees against employers for work-related injuries
  - **Court on the Judiciary** — hears complaints that seek to remove judges from office
- Courts of general jurisdiction
  - **District Court** — has unlimited jurisdiction over all other matters not handled in municipal courts.

    ☛ **NOTE:** Oklahoma has 26 district court districts.
- Intermediate appellate courts

  ☛ **NOTE:** Appellate means a court that can hear appeals and review decisions from lower courts.

- **Court of Appeals** — hears and decides cases assigned to it by the Supreme Court

  NOTE: In Oklahoma, this court was created by the Supreme Court in 1970.

- Courts of last resort

  - **Supreme Court** — has jurisdiction over all civil appeals; superintends all inferior courts, agencies, commissions, and boards created by law (except the Court on the Judiciary and the Senate when sitting as a Court of Impeachment)

  - **Court of Criminal Appeals** — hears and decides cases from municipal and district courts

OBJECTIVE 4

List the purposes of the United States Supreme Court.

The United States Supreme Court is the highest law in the land; no appeal can be made to its decision. Generally, the Supreme Court will hear a case only if it involves a basic constitutional principle, an important question of federal law, or a conflict between state and federal law. Of the thousands of petitions received yearly, fewer than 200 will be heard. The purpose of the nine-member court is to:

- Try lawsuits between the states.
- Review decisions of inferior federal courts.
- Review decisions of state supreme courts if a constitutional question or federal law is in question.
- Review questions regarding the constitutionality of proposed laws.

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6

List the ways in which law enforcement is financed.

☑ **NOTE:** Other government offices share these revenues.

- Personal property taxes

  ☑ **NOTE:** This tax on household goods is by county option.

- Real estate taxes

- Court costs

  ☑ **NOTE:** These are in addition to attorneys' fees and are established by the legislature in most states.

- Fines and penalties

- Revenue stamps

  ☑ **NOTE:** This fee occurs on the sale of land and the improvements on it.

- Recording fees

  ☑ **NOTE:** Every time a document, such as a divorce decree or death certificate, is filed with the government, a fee is paid.

- License fees

  EXAMPLE: Marriage, hunting, vending equipment, etc.

OBJECTIVE 7

Complete Assignment Sheet 2.

Oath of Attorney

STATE OF OKLAHOMA.

County of _____ } ss.

I, _____, do solemnly swear that I will support, protect and defend the Constitution of the United States, and the Constitution of the State of Oklahoma, and that I will do no falsehood, or consent that any be done in court, and if I know of any I will give knowledge to the judges of the court, or some one of them, that it may be reformed; I will not wittingly, willingly or knowingly promote, sue or procure to be sued, any false or unlawful suit, or give aid or consent to the same; I will delay no person for lucre or malice, but will act in the office of attorney of this court according to my best learning and discretion with all good fidelity as well to the court as to my client, so help me God.

_____

The above and foregoing oath was subscribed to by _____ and administered by me, on this _____ day of _____, 19 ____.

_____

Notary Public

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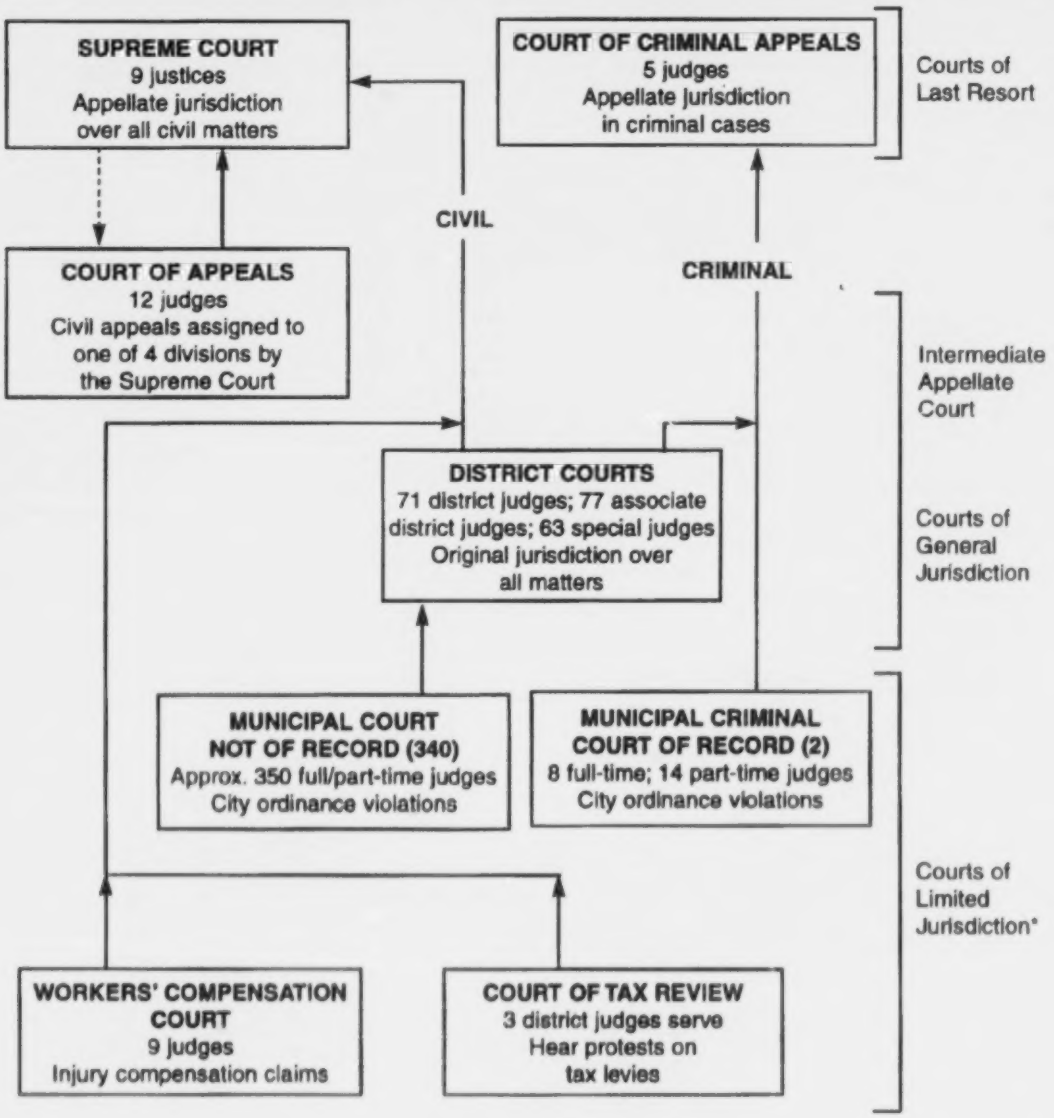
Organizational Chart
Oklahoma Judicial System



Indicates route of appeal

Indicates assignment of cases

* The Court on the Judiciary is not shown. Not all courts of limited jurisdiction are shown.

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Court Structure

The judicial service is constitutionally vested with powers which are separate and distinct from the executive and legislative services of government. The current court structure was adopted in 1969 by constitutional amendment. Jurisdiction of the courts in Oklahoma is divided into four categories:

1) Courts of last resort;
2) Intermediate appellate courts;
3) Courts of general jurisdiction; and
4) Court of limited jurisdiction.

Courts of Last Resort

Two courts fall into this category — the Supreme Court and the Court of Criminal Appeals. In addition to having jurisdiction over all civil appeals, the Supreme Court has general superintending control over all inferior courts, agencies, commissions and boards created by law, with the exception of the Court on the Judiciary and the Senate sitting as a Court of Impeachment. The Court of Criminal Appeals has appellate jurisdiction in criminal cases.

Intermediate Appellate Courts

The Court of Appeals, created in 1970, is Oklahoma's intermediate appellate court. Jurisdiction of the Court of Appeals is prescribed by the Supreme Court. The Court of Appeals hears and decides cases assigned to it by the Supreme Court.

Courts of General Jurisdiction

In Oklahoma, the court of general jurisdiction is the District Court. The state is divided into twenty-six district court judicial districts. The District Court has unlimited original jurisdiction over all matters.

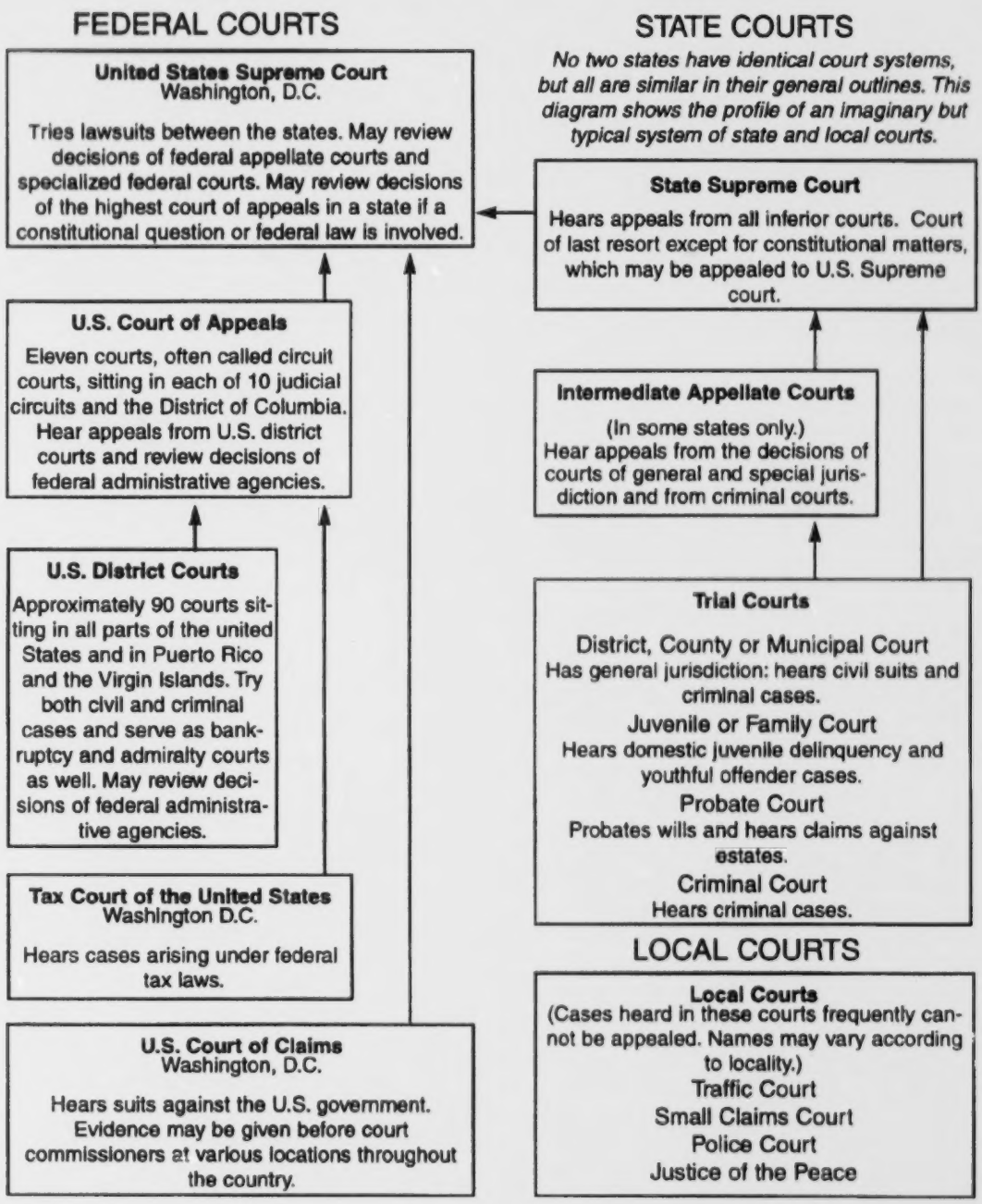
Courts of Limited Jurisdiction

Oklahoma has four courts of limited jurisdiction. The Court on the Judiciary, which was created by constitutional amendment in 1966, consists of a trial division and an appellate division. The Court on the Judiciary has jurisdiction over all proceedings filed against judges which seek removal of a judge from office. The Workers' Compensation Court hears and determines claims brought by employees against employers for work-related injuries. The Court of Tax Review is comprised of three judges designated by the governor to consider protests against tax levies. Municipal courts hear prosecutions involving violations of municipal ordinances. Cities with populations in excess of 200,000 have municipal criminal courts of record. All other municipalities may have courts not of record.

To assist the Chief Justice of the Supreme Court in exercising the court's administrative authority over all inferior courts, the Constitution authorizes an Administrative Director of Courts and staff. The Administrative Office of the courts works closely with the Supreme Court, and particularly the Chief Justice, in administering the judicial service of government for the State of Oklahoma.

May be photocopied for student use.

Structure of the Judicial Branch


FEDERAL COURTS
United States Supreme Court
Washington, D.C.
Tries lawsuits between the states. May review decisions of federal appellate courts and specialized federal courts. May review decisions of the highest court of appeals in a state if a constitutional question or federal law is involved.
U.S. Court of Appeals
Eleven courts, often called circuit courts, sitting in each of 10 judicial circuits and the District of Columbia. Hear appeals from U.S. district courts and review decisions of federal administrative agencies.
U.S. District Courts
Approximately 90 courts sitting in all parts of the united States and in Puerto Rico and the Virgin Islands. Try both civil and criminal cases and serve as bankruptcy and admiralty courts as well. May review decisions of federal administrative agencies.
Tax Court of the United States
Washington D.C.
Hears cases arising under federal tax laws.
U.S. Court of Claims
Washington, D.C.
Hears suits against the U.S. government. Evidence may be given before court commissioners at various locations throughout the country.
STATE COURTS
No two states have identical court systems, but all are similar in their general outlines. This diagram shows the profile of an imaginary but typical system of state and local courts.
State Supreme Court
Hears appeals from all inferior courts. Court of last resort except for constitutional matters, which may be appealed to U.S. Supreme court.
Intermediate Appellate Courts
(In some states only.)
Hear appeals from the decisions of courts of general and special jurisdiction and from criminal courts.
Trial Courts
District, County or Municipal Court
Has general jurisdiction: hears civil suits and criminal cases.
Juvenile or Family Court
Hears domestic juvenile delinquency and youthful offender cases.
Probate Court
Probates wills and hears claims against estates.
Criminal Court
Hears criminal cases.
LOCAL COURTS
Local Courts
(Cases heard in these courts frequently cannot be appealed. Names may vary according to locality.)
Traffic Court
Small Claims Court
Police Court
Justice of the Peace

May be photocopied for student use.

ASSIGNMENT SHEET 1

ENFORCING LAWS 4

Name _____ Score _____

OBJECTIVE 5

Interview a person involved in the law enforcement process.

INTRODUCTION

Getting acquainted with your local law enforcement officers will help you understand the challenges they face in meeting their responsibilities.

INSTRUCTIONS

- Apply questioning techniques
- Conduct/receive interviews
- Make informative presentations
- Apply telephone etiquette

Interview a local law enforcement officer. Record answers to the following questions. Be certain to call for an appointment and to write a thank-you note. Be prepared to share your experience with classmates.

Name of officer _____

Job title _____

Years experience _____ Training required _____

1. What is your greatest joy in this job?

2. What is your greatest challenge?

3. What new techniques, equipment, and knowledge have you gained recently?

4. What has surprised you most about your job?

5. What would you like to see changed about your job?

6. How can individual citizens help you in your job?

ASSIGNMENT SHEET 2

ENFORCING LAWS

4

Name _____ Score _____

OBJECTIVE 7

Decide a court case.

INTRODUCTION

Forming an opinion is easy; forming one that will affect a person's life is not. If you or a loved one has not been directly involved in a felony, you may view court decisions differently from a person who has first-hand experience with serious crime.

INSTRUCTIONS

After carefully reading "Teenage Executions," answer the following questions. Be prepared to discuss your answers in class.

- Identify values/attitudes
- Generate ideas
- Present point of view

- Gain factual information

1. FACTS — What are the important facts in this case? What is/are the major problem(s)? Who are the parties (plaintiff and defendant) in this case?

2. LEGAL ISSUES — What laws (i.e., constitutional principles) might apply to this case?

3. ARGUMENTS — What arguments would you make for each side in this case?

4. DECISION — If you were the judge in this case, what would you decide and why? Would you agree with Thompson and declare the death penalty for juveniles unconstitutional, or would you agree with the state, or would you offer a different opinion? Explain your decision.

5. WHAT IFS — Would your answer have been different if Thompson had been sixteen at the time of the crime? Seventeen? Eighteen?

6. ALTERNATIVE SOLUTIONS — What other ways might this conflict be resolved? For example, should state laws be re-written regarding capital punishment for juveniles? If yes, what type of law would you write?

TEENAGE EXECUTIONS: The Case of *Thompson v. Oklahoma*

William Wayne Thompson, along with three adults, abducted Charles Keens from a trailer. Keens was Thompson's brother-in-law. They took Keens to the banks of a nearby river, shot, stabbed, and beat him to death. The four of them threw Keens' body into the river. Keens' body was eventually discovered, and Thompson, along with the adults, was arrested and charged with first degree murder.

Thompson was not yet sixteen years old when he took part in the murder. The state held a transfer (i.e., certification) hearing to decide if Thompson should be treated as a juvenile or adult. Thompson claimed that he and the others had attacked Keens because Keens had been beating Thompson's sister, to whom Keens was married. The court rejected this claim and certified Thompson to stand trial as an adult. What do you think would be some reasons why the court rejected Thompson's claim?

Thompson was tried by a jury for murder in the first degree - a capital offense in Oklahoma where the murder occurred. In other words, a person found guilty of this crime will be subject to one of two sentences; either the death penalty, or life in prison without parole. The jury found Thompson guilty and concluded that Keens' murder was especially heinous, atrocious, and cruel; therefore, the jury recommended the death penalty. The judge sentenced Thompson to be executed.

Thompson appealed his conviction and sentence claiming that the sentence violates the Eighth Amendment. According to Thompson, the death penalty is cruel as applied to immature juveniles. Thompson argued that the death penalty is meant to deter someone from committing a cold, calculated murder, but most teenagers act on impulse; therefore, the death penalty for teens serves no reasonable purpose. Furthermore, Thompson points to state laws and U.S. Supreme Court precedents to prove his point that juveniles should be treated differently than adults.

Thompson points out that fifteen states have laws that expressly forbid the execution of person eighteen or younger. Six other states require the sentencing body (in this case, the jury) to consider the age of the youth as a mitigating factor. Almost all states treat persons under sixteen differently than adults.

In addition, Thompson cites the 1958 Supreme Court decision in *Trop v. Dulles*, "the meaning of the Eighth Amendment must be drawn from the evolving standards of decency that mark the progress of a maturing society." According to Thompson, executing juveniles is not a standard of decency in our society. Also, in 1982, in *Eddings v. Oklahoma*, the Supreme Court considered another juvenile death penalty case and concluded that a judge or jury should consider the defendant's age, family history and history of emotional disturbance as mitigating factors during the sentencing phase of capital murder cases. Eddings' sentence was changed from the death penalty to life imprisonment without parole. Finally, Thompson appeals to international law claiming that almost all civilized nations prohibit the execution of juveniles, including all of the leading nations of the Western Europe community and the Soviet Union.

The state claims that the power to determine crimes and appropriate sentences (like the death penalty) is a power reserved to the states by the Tenth Amendment, and this fact is clearly evident since thirty-eight states have capital punishment statues. Moreover, nineteen states permit the execution of juveniles under sixteen in some circumstances. Ten percent of murders are committed by persons under the age of eighteen.

In addition, establishing minimum age standards is another power reserved to the states. The state notes how states have differing age limits for obtaining driver's licenses, getting married, even attending school. This power should not be taken away from the state.

The state also points out that in 1976 the U.S. Supreme court declared the death penalty constitutional (see *Gregg v. Georgia*). Every term the Court continues to issue rulings recognizing a state's power to impose the death penalty as it continues to uphold lower court convictions, and states continue executing persons.

The state also contends that age has already been considered as a factor in the transfer (or certification) hearing. If a juvenile is certified to stand trial as an adult, then in the court's opinion, the juvenile is as mature as an adult and should be held accountable for his or her actions, if convicted, just as an adult would be responsible. The imposition of the death penalty for juveniles may teach other juveniles a lesson to think carefully before they act because the consequences could be deadly. Furthermore, Thompson was only a few days from being sixteen at the time of the murder. If he had been sixteen, he would have automatically been tried for murder as an adult in Oklahoma. A matter of a few days should not allow Thompson to avoid the proper punishment for this horrible homicide.

Based on *Thompson v. Oklahoma* 108 S. Ct. (1988)

WRITTEN TEST

ENFORCING LAWS

4

Name _____ Score _____

OBJECTIVE 1

Match terms associated with law enforcement to their correct definitions. Write the letter of the word that best matches the definition in the blank to the left.

A. felony	G. jurisdiction
B. adjudication	H. class action suit
C. revenue	I. attorney general
D. tax	J. indictment
E. trial	K. appeal
F. misdemeanor	L. civil law

_____ 1. Laws covering noncriminal offenses committed by private individuals, groups, or organizations against other private parties or the government

_____ 2. Formal written accusation charging a person with a crime

_____ 3. Formal request to a high court that it re-examine a verdict reached by a lower court

_____ 4. Member of the state or federal cabinet who heads the justice department; appointed by the president, elected by most states

_____ 5. Monies paid for the support of government required of individuals, groups, and businesses

_____ 6. The process of determining what a law means in a specific case

_____ 7. A formal examination and decision of a case by a court of law

_____ 8. A crime for which the maximum penalty is imprisonment for more than one year; more serious than a misdemeanor

_____ 9. Income

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____ 10. Limits within which the government may exercise its power

OBJECTIVE 2

Match the duties of law-related roles to their titles. Write the letter of the word that best matches the definition in the blank to the left.

A. plaintiff	G. judge
B. jury	H. public defender
C. police chief	I. prosecutor
D. sheriff	J. law enforcement officer
E. defendant	K. defense attorney
F. bailiff	L. district attorney

____ 1. Person who attests that his or her rights have been violated and wants justice

____ 2. Employee of a government unit hired to protect citizens by enforcing the laws of that unit

____ 3. Person charged with a crime

____ 4. Attorney who acts on behalf of the defendant

____ 5. Government official who represents the state in prosecuting criminal cases and bringing indictments

____ 6. Body of men and women sworn to give a verdict on some matter submitted to them

____ 7. Attorney appointed to defend individuals who cannot afford an attorney

____ 8. Appointed city official responsible for enforcing city laws and supervising city jails and inmates

____ 9. Attorney who carries out the legal suit on behalf of the plaintiff; may be a district attorney

____ 10. Elected county official responsible for enforcing county laws and supervising county jails and inmates

____ 11. Employee of the court in charge of the jury

____ 12. Public official with authoirty to hear and decide cases in a court of law

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OBJECTIVE 3

List the types of state courts. After the example of court given, list which of the four main types that example applies to.

1. Court on the Judiciary — _____
2. Supreme Court — _____
3. Municipal Court — _____
4. District Court — _____
5. Worker's Compensation Court — _____
6. Court of Criminal Appeals — _____
7. Court of Tax Review — _____
8. Court of Appeals — _____

OBJECTIVE 4

List the purposes of the United States Supreme Court. Write four purposes.

- _____
- _____
- _____
- _____

OBJECTIVE 5

Evaluated on Assignment Sheet 1

OBJECTIVE 6

List the ways in which law enforcement is financed. Write five ways.

- _____
- _____

May be photocopied for student use.

- _____
- _____
- _____

OBJECTIVE 7

Evaluated on Assignment Sheet 2

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. L	6. B
2. J	7. E
3. K	8. A
4. I	9. C
5. D	10. G

OBJECTIVE 2

1. A	7. H
2. J	8. C
3. E	9. I
4. K	10. D
5. L	11. F
6. B	12. G

OBJECTIVE 3

1. Courts of limited jurisdiction
2. Courts of last resort
3. Courts of limited jurisdiction
4. Courts of general jurisdiction
5. Courts of limited jurisdiction
6. Courts of last resort

May be photocopied for student use.

7. Courts of limited jurisdiction

8. Intermediate appellate courts

   - Workers' Compensation Court — hears and determines claims brought by employees against employers for work-related injuries
   - Court on the Judiciary — hears complaints that seek to remove judges from office

- Courts of general jurisdiction
  - District Court — has unlimited jurisdiction over all other matters not handled in municipal courts.
- Intermediate appellate courts
  - Court of Appeals — hears and decides cases assigned to it by the Supreme Court
- Courts of last resort

  Answers should include one of the following:

  - Supreme Court — has jurisdiction over all civil appeals and superintends all inferior courts, agencies, commissions, and boards created by law
  - Court of Criminal Appeals — hears and decides cases from municipal and district courts

OBJECTIVE 4

- Try lawsuits between the states
- Review decisions of inferior federal courts
- Review decisions of state supreme courts if a constitutional question or federal law is in question
- Review questions regarding the constitutionality of proposed laws

OBJECTIVE 5

Evaluated on Assignment Sheet 1

May be photocopied for student use.

OBJECTIVE 6

Answers should include five of the following:

- Personal property taxes
- Real estate taxes
- Court costs
- Fines and penalties
- Revenue stamps
- Recording fees
- License fees

OBJECTIVE 7

Evaluated on Assignment Sheet 2

May be photocopied for student use.

OBJECTIVE SHEET

VOTING 5

INTRODUCTION

Franklin D. Roosevelt said, "Let us never forget that government is ourselves and not an alien power over us. The ultimate rulers of our democracy are not a president and senators and congressmen and government officials, but the voters of this country." Voting is the most important and basic form of political participation. It is through the ballot box that citizens can assert control over their government.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms related to voting to their correct definitions.
2. List the content of the amendments of the Constitution of the United States that deal with voting.
3. List state voting requirements. (Assignment Sheet 1)
4. Complete statements regarding elections.
5. Investigate reasons for voting or not voting. (Assignment Sheet 2)
6. Select from a list the dangers of not voting.
7. List reasons why voting is important to all citizens.
8. Select from a list ways to become a responsible voter.

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms related to voting to their correct definitions.

- Review terms and definitions related to voting using Information Sheet, objective 1.

Objective 2: List the content of the amendments of the Constitution of the United States that deal with voting.

- Discuss the amendments of the Constitution dealing with voting using Information Sheet, objective 2.

Objective 3: List state voting requirements. (Assignment Sheet 1)

- Discuss the voting requirements in your state using Information Sheet, objective 3.

  ☞ **NOTE:** The information provided is based on Oklahoma's requirements.

- Use Transparency 1 to discuss voter registration.

- Ask how many students in the class are registered to vote and how many have voted. Ask how many vote on a regular basis.

- Have students discuss what they have seen and heard on election days in the past (i.e., radio, television, newspaper, local precincts, etc.)

Objective 4: Complete statements regarding elections.

- Use the Information Sheet, objective 4 to discuss general information about elections.

- Use Transparency 2 to show students how to mark a ballot.

Objective 5: Investigate reasons for voting or not voting. (Assignment Sheet 2)

- Have students complete Assignment Sheet 2.

Objective 6: Select from a list the dangers of not voting.

- Explain the dangers of not voting using Information Sheet, objective 6.

- Compare the countries where the citizens are not allowed to vote to the United States.

Objective 7: List reasons why voting is important to all citizens.

- Explain reasons why all citizens should vote; use Information Sheet, objective 7.

- Discuss the most recent presidential election and how the voters played an important part in the election.

Objective 8: Select from a list ways to become a responsible voter.

- Discuss ways to become a responsible voter using Information Sheet, objective 8.
- Invite a senator or representative to come to class to discuss the importance of voting during all elections.
- Invite a person who works at the polls to come to class and explain what happens at the polls on election day.
- Use the Supplement to show students sources of information on political issues. Ask students to volunteer to call one of these sources regarding issues in which the students are interested.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *Congressional Quarterly's Desk Reference on American Government.* Washington, D.C.: Congressional Quarterly, 1995.

- *Congressional Quarterly's Guide to U.S. Elections*, 3rd ed. Washington, D.C.: Congressional Quarterly, Inc., 1994.

- *Political Parties and Elections in the United States: An Encyclopedia.* New York: Garland Pub., 1991.

- *Politics in America: Opposing Viewpoints.* San Diego, CA: Greenhaven Press, 1992.

- *Presidential Elections, 1789-1992.* Washington, D.C.: Congressional Quarterly, 1995.

- Sherrow, Victoria. *Image and Substance: The Media in U.S. Elections.* Brookfield, CT: Millbrook Press, 1992.

- *Voting and the Spirit of American Democracy: Essays on the History of Voting and Voting Rights in America.* Urbana, IL: University of Illinois Press, 1992.

- *Voting Rights in America: Continuing the Quest for Full Participation.* Washington, D.C.: Leadership Conference Education Fund: Joint Center for Political and Economic Studies, 1992.

Videos

- *The Constitution, that Delicate Balance.* Wilmette, IL: Films, Inc., 1988. This is a series of videos dealing with issues relating to the Constitution. Episodes that relate to Unit 5 are listed below.

  Episode 7 — *Campaign Spending: Money and Media*

- *The Democratic Party*, color, 58 minutes. Chatsworth, CA: AIMS Media, 1988.

- *The Republican Party*, color, 28 minutes. Chatsworth, CA: AIMS Media, 1988.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Examples of information available includes historical documents such as the Constitution and Declaration of Independence, information on the legislative, executive, and judicial branches, and current information on legislative events.

  ☑ **NOTE:** To find information on the government for Unit 5 search under key words such as United States Government, voting, elections, etc.

- Current magazines and newspapers with information relating to local, state, or national elections.

  ☑ **NOTE:** Many special interest groups attempt to persuade voters. Have students look for examples of special interest groups in the media. Ask students if they think special interest group tactics work.

OBJECTIVE 1

Match terms related to voting to their correct definitions.

- **absentee voter** — a voter unable to cast his/her ballot in his/her precinct; usually votes by mail
- **affiliate** — to associate or connect oneself with a political party — Democrat, Republican, or Independent; affiliation is required at registration to vote
- **ballot** — a piece of paper on which to cast a vote or the electronic means that records the voter's selection

  ☑ **NOTE:** In the USA, ballots are marked in privacy and scanned electronically.
- **general election** — election to determine one winner from among competing candidates; registered voters may vote for any candidate regardless of party affiliation
- **incumbent** — person who currently holds office, contrasted with the "challenger"
- **independent voter** — a person who belongs to no party but votes for his preferred candidate
- **political party** — an association of voters who organize to elect members to public office, operate government, and determine public policy
- **polling place** — location where ballots are cast, generally in a neighborhood facility such as a church or school
- **precinct** — a voting district established by the county election board
- **primary election** — election to narrow the number of candidates to one for each party; registered members of a political party may vote only for that party's candidates
- **registration** — process by which a person places his name on record in order to qualify to vote

- **split ticket voter** — a person who votes for candidates of different parties
- **straight ticket voter** — a person who votes for all the candidates of one particular party
- **question** — an issue on an election ballot that requires a *yes* or *no* from the voter

OBJECTIVE 2

List the content of the amendments of the Constitution of the United States that deal with voting.

- **15th Amendment** — gave male citizens of the U.S. the right to vote regardless of race or color (1870)
- **19th Amendment** — gave female citizens the right to vote (1920)
- **26th Amendment** — gave 18-year-old citizens the right to vote in federal elections only (1971)

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Complete statements regarding elections.

☑ **NOTE:** For election information for states other than Oklahoma, see your instructor.

- Elections in Oklahoma are always held on Tuesdays.
  - ☐ County, state, and federal elections are held in even-numbered years.
  - ☐ Special elections may be held at other times during the year.
- Polling places are determined by the county election board; all school district elections are held in the sponsoring schools.
- Registered voters may vote in any election:
  - ☐ School district elections
  - ☐ Municipal elections
  - ☐ County elections
  - ☐ State elections
  - ☐ Federal elections

- Elections are for the following reasons:
  - Select officials
  - Approve bond issues and taxes

    ☞ **NOTE:** Income from bond issues and taxes is used to finance improvements such as those for facility and road construction, land purchase or maintenance, 911 response, and airport development.
  - Answer questions

    EXAMPLE: Changing boundaries of school board districts, limiting terms of officials, abolishing personal property tax

OBJECTIVE 5

Complete Assignment Sheet 2.

OBJECTIVE 6

Select from a list the dangers of not voting.

- May get low quality performance from officials
- May lead to inefficient government operation
- May lose right to participate in making laws
- May lead to political favoritism for people who do vote
- Could lead to a dictatorship

OBJECTIVE 7

List reasons why voting is important to all citizens.

- Represents ownership of the government

  ☞ **NOTE:** Sovereignty will be held, if not by the people, by the politicians.
- Exercises the power to change the government

  EXAMPLE: The mobilization of African-Americans in the 1960s brought great changes in government programs.

- Exercises the right to be heard

  EXAMPLE: Attempts to elect third-party candidates show incumbent politicians that voters are dissatisfied.

- Creates political equality

  ☑ **NOTE:** Statistics show that people with college-level education are much more likely to vote than people with less education. Unless all people vote, only a few are represented.

OBJECTIVE 8

Select from a list ways to become a responsible voter.

- By registering according to your residence
- By reading newspapers
- By listening to television and radio news programs
- By talking to candidates
- By listening and talking to other voters
- By asking questions of all involved, including sources of public information
- By volunteering to help with a campaign

Rating Groups

These organizations provide information on the U.S. Senate and House issues and voting records. (List provided by the League of Women Voters)

1. **American Conservative Union**
   38 Ivy Street, SE
   Washington, DC 20003
   202-546-6555
   Defense, foreign policy and economic lobbying group seeking to mobilize resources of conservative thought nation wide and further the general cause of conservative issues.

2. **Americans for Democratic Action**
   1625 K St. NW, Ste. 210
   Washington, DC 20006
   202-785-5980
   Liberal domestic and foreign policy, political action and lobbying organization.

3. **American Security Council**
   1155 15th St. NW #1101
   Washington, DC 20005
   202-484-1676
   Public policy research organization focusing on defense, foreign policy and economic issues.

4. **Council for a Livable World [SENATE]**
   110 Maryland Avenue NE. Ste. 211
   Washington, DC 20002
   202-543-4100
   Grass roots political action committee. Seeks to elect a Senate committed to prevention of nuclear war. Covers the Senate, the House equivalent is PeacePac.

5. **PeacePAC [HOUSE]**
   110 Maryland Avenue NE.
   Washington, DC 20002
   202-543-4100
   Grass roots political action committee. Seeks to elect a Congress committed to prevention of nuclear war. Covers the House; the Senate equivalent is the Council for a Livable World.

6. **National Right to Life Committee**
   419 7th St. NW, Ste. 500
   Washington, DC 20004
   202-626-8800
   Pro-life group that opposes abortion, euthanasia, and infanticide. Supports abortion alternative programs involving counseling and adoption.

7. **National Abortion Rights Action League**
   1156 15th St. NW Ste. 700
   Washington, DC 20005
   202-973-3000
   Supports action to keep abortion safe, legal and accessible to all women. Promotes reproductive choices.

8. **National Council of Senior Citizens**
   1331 F. Street NW
   Washington, DC 20004
   202-347-8800
   Organization of senior citizen groups, supporting Medicare, Social Security, housing, and other senior issues.

9. **Consumer Federation of America**
   1424 16th St. NW. Ste. 604
   Washington, DC 20036
   202-387-6121
   A federation of 240 organizations that advocate pro-consumer policies before Congress, regulatory agencies, and the courts.

10. **NAACP**
    1025 Vermont Ave. NW, Ste. 730
    Washington, DC 20005
    202-638-2269
    Works to achieve equal rights through the democratic process and eliminate racial prejudice by removing racial discrimination.

11. **Christian Voice**
208 N. Patrick St.
Alexandria, VA 22314
703-548-1421
Largest conservative evangelical lobby in Washington. Devoted to reviving religious freedom in helping make Christians good stewards.

12. **League of Conservation Voters**
1707 L Street NW. Ste. 550
Washington, DC 20036
202-785-8683
A national non-partisan campaign committee that supports environmentalists and environmental issues.

13. **National Taxpayers Union**
713 Maryland Ave. NE
Washington, DC 20003
202-543-1300
Seeks to reduce government spending, cut taxes, and protect the rights of taxpayers. PLEASE NOTE: Percentages are based on ALL votes dealing with spending, and identifies the percentage of times the person in question voted to reduce or not increase spending.

14. **U.S. Chamber of Commerce**
1615 H St. NW
Washington, DC 20062
202-659-6000
Umbrella group of chambers of commerce which follows business, tax, labor, government regulation, issues related to business. Promotes business and community development and conducts institutes covering organizational management and government and political affairs.

15. **AFL-CIO Committee on Political Education**
815 16th St. NW
Washington, DC 20006
202-637-5101
Federation of national unions, state federations, city central bodies and directly affiliated local unions.

16. **Handgun Control, Inc.**
1225 Eye St. NW, #1100
Washington, DC 20005
202-898-0792
Public citizens' lobby working for legislative controls and governmental regulations on the sale, manufacture, transfer, and civilian possession of handguns.

Which Party?

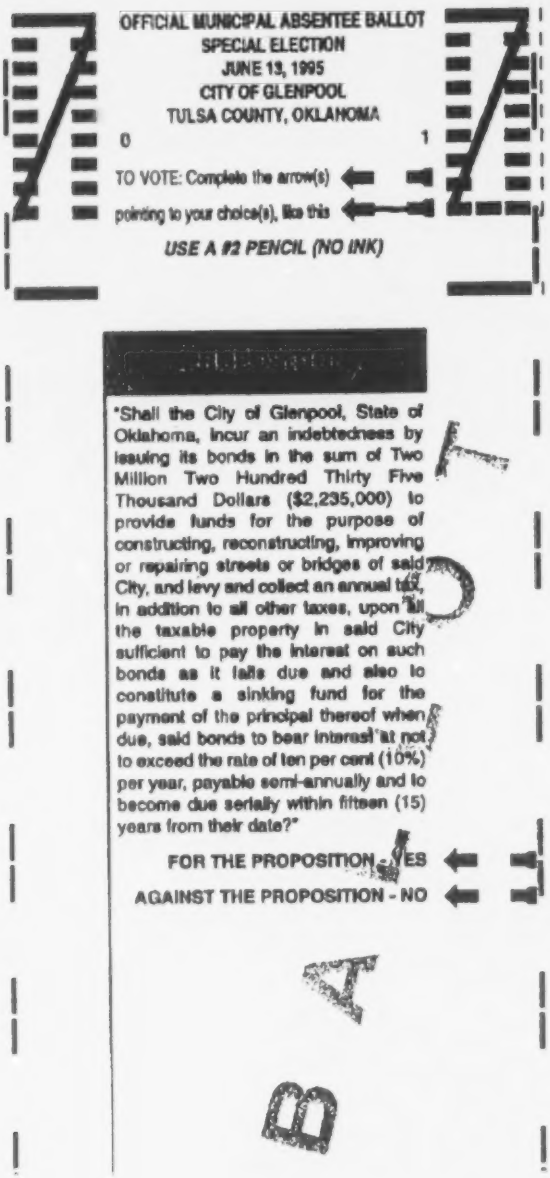
By law in Oklahoma, every registered voter must designate a political affiliation. Oklahoma has a closed primary system. Only registered members of a political party may vote in nominating that party's candidates in the primary and runoff primary elections.

By law in Oklahoma, a voter's political affiliation is a matter of public record.

DEMOCRATIC	REPUBLICAN	INDEPENDENT
Registered Democrats are eligible to vote **only for Democratic candidates** in the primary and runoff primary elections. They also are eligible to vote on all questions, judicial offices and non-partisan offices. In a **General Election**, registered Democrats may vote on all questions and all candidates on the ballot.	Registered Republicans are eligible to vote **only for Republican candidates** in the primary and runoff primary elections. They also are eligible to vote on all questions, judicial offices and non-partisan offices. In a **General Election**, registered Republicans may vote on all questions and all candidates on the ballot.	**There is no Independent Party in Oklahoma.** "Independent" means the same as "non-partisan" and reflects no party affiliation whatsoever. Registered Independents are **not eligible** to vote in either the Democratic or Republican party primary or runoff primary elections. Registered Independents may vote **only** on questions, judicial offices and non-partisan offices which appear on the primary and runoff primary election ballots. In a **General Election**, registered Independents may vote on all questions and all candidates on the ballot.

May be photocopied for student use.

Municipal Absentee Ballot



OFFICIAL MUNICIPAL ABSENTEE BALLOT
SPECIAL ELECTION
JUNE 13, 1995
CITY OF GLENPOOL
TULSA COUNTY, OKLAHOMA

0 1

TO VOTE: Complete the arrow(s) ← pointing to your choice(s), like this ←

USE A #2 PENCIL (NO INK)

"Shall the City of Glenpool, State of Oklahoma, incur an indebtedness by issuing its bonds in the sum of Two Million Two Hundred Thirty Five Thousand Dollars ($2,235,000) to provide funds for the purpose of constructing, reconstructing, improving or repairing streets or bridges of said City, and levy and collect an annual tax, in addition to all other taxes, upon all the taxable property in said City sufficient to pay the interest on such bonds as it falls due and also to constitute a sinking fund for the payment of the principal thereof when due, said bonds to bear interest at not to exceed the rate of ten per cent (10%) per year, payable semi-annually and to become due serially within fifteen (15) years from their date?"

FOR THE PROPOSITION - YES ←

AGAINST THE PROPOSITION - NO ←

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ASSIGNMENT SHEET 1

VOTING 5

Name _____ Score _____

OBJECTIVE 3

List state voting requirements.

INTRODUCTION

At the age of 18, every citizen of the United States may register to vote in federal elections. At the age of 21, registered voters may vote in state, county, municipal, and school district elections. Before a citizen can vote, he or she must complete an application such as the Oklahoma Voter Registration Application. Applications are available at post offices, public libraries and schools, city and county clerks' offices, and motor vehicle bureaus. Registration is required once in each county of residence.

INSTRUCTIONS

- Complete forms and records

Complete the following voter registration application.

OKLAHOMA VOTER REGISTRATION APPLICATION

(OFFICE USE ONLY)

(OFFICE USE ONLY) AGENCY STAMP

SECTION 2 — POLITICAL AFFILIATION

1. If you register in the Democratic Party, you may vote for DEMOCRATIC CANDIDATES in primary and runoff primary elections.
2. If you register in the Republican Party, you may vote for REPUBLICAN CANDIDATES in primary and runoff primary elections.
3. If you register as "No Party (Independent)," you do NOT choose a political affiliation. THERE IS NO INDEPENDENT PARTY IN OKLAHOMA. You MAY NOT vote in either Democratic or Republican Party primary or runoff primary elections.

SECTION 5 — ADDRESS OF RESIDENCE

1. You must register to vote at your address of residence. If you have a street address, this is your address of residence.
2. If you do not have a street address, you must give enough information to locate your residence on a map. For example: "2 miles north of Red Rock at the intersection of State Highway 12 and Bell Road, then 1 1/2 miles east, south side of road."
3. If you do not have a street address, a legal description is also helpful in locating your residence.
4. A rural route or a post office box is NOT an address of residence.

SECTION 8 — FORMER REGISTRATION INFORMATION

1. If you have been registered before, enter information on where you were last registered. If you have never been registered before, leave this space blank.
2. Enter your former name if it has changed since you last registered.
3. Enter your former political affiliation if you are changing your political affiliation.

SECTION 9 — OATH

1. Read the oath carefully. Sign and date it in ink. If you cannot sign your name, make your mark and give the name of the person who helped you.
2. Persons Who Can Register You can register to vote if you are a citizen of the United States, a resident of the State of Oklahoma, and 18 years old or older.
3. Felons Not Eligible A convicted felon may not register for a period equal to the time of the original sentence.
4. Persons Judged Incapacitated Persons judged incapacitated by a court may not register to vote.

WARNING: All answers on this application must be true. It is a felony to give false information on this form. You can be prosecuted for perjury if you do. If you are convicted, you can be imprisoned for not more than two years, or fined not more than $5,000.00, or both.

Use blue or black ink.

After you complete this application, detach it. Place postage on it and mail.

SECTION 1. Last Name (Print)	First Name (Print)	Middle Name (Print)	Suffix (Jr., Sr., etc.)	OFFICE USE ONLY
				Voter ID Number

SECTION 2. Political Affiliation (See Instructions)	SECTION 3. Date of Birth	SECTION 4. Oklahoma Driver's License Number (Optional)	Precinct No.
☐ Democratic Party ☐ No Party ☐ Republican Party (Independent)	Month Day Year / /		Activation Date

SECTION 5. Address of Residence — Street address or directions to your home (See Instructions)	City	State	Zip Code

SECTION 6. Mailing Address	City	State	Zip Code	SECTION 7. County of Residence

SECTION 8. Former Registration Information (See Instructions)
Have you been registered to vote before?
☐ YES ☐ NO
If you marked yes, give as much information about your former registration as you can.

Former Address		
City	County	State
Former Name		Former Political Affiliation

SECTION 9. Oath (See Instructions)
I swear or affirm that:
- I am a citizen of the United States and a resident of the State of Oklahoma.
- I am 18 years old or older. Or I will be 18 on or before the date of the next election.
- I have not been convicted of a felony. If I have been convicted of a felony, a period of time equal to the original sentence has expired, or I have been pardoned.
- I am not now under judgment as an incapacitated person. I am not under judgment as a partially incapacitated person prohibited from registering to vote.
- The information I have given is true, and I reside at the address given.

X _____ _____
Signature or Mark of Applicant Application Date

If someone helped you fill out this application, give name and address.

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ASSIGNMENT SHEET 2

VOTING 5

Name _____ Score _____

OBJECTIVE 8

Investigate reasons for voting or not voting.

INTRODUCTION

Since the early 1900s, only 55-65 percent of eligible Americans have voted in presidential elections; 40 to 50 percent in congressional elections; and as few as 10 to 20 percent in local elections. As a result, United States citizens are called "the vanishing electorate."

INSTRUCTIONS

- Conduct/receive interviews
- Apply questioning techniques
- Apply active listening skills

- Use topic sentences

Interview five people 18 years of age or older. Write brief responses to each of the following questions:

Person 1: Age ____

1. When was the last time you voted? _____
2. If you did not vote, why? _____

   _____
3. If you did vote, what difficulties did you encounter? _____

   _____

Person 2: Age ____

1. When was the last time you voted? _____
2. If you did not vote, why? _____

   _____
3. If you did vote, what difficulties did you encounter? _____

   _____

Person 3: Age _____

1. When was the last time you voted? _____
2. If you did not vote, why? _____

   _____
3. If you did vote, what difficulties did you encounter? _____

   _____

Person 4: Age _____

1. When was the last time you voted? _____
2. If you did not vote, why? _____

   _____
3. If you did vote, what difficulties did you encounter? _____

   _____

Person 5: Age _____

1. When was the last time you voted? _____
2. If you did not vote, why? _____

   _____
3. If you did vote, what difficulties did you encounter? _____

   _____

What conclusions can you draw from the responses of these five people?

_____

_____

_____

_____

_____

_____

WRITTEN TEST

VOTING

5

Name _____ Score _____

OBJECTIVE 1

Match terms related to voting to their correct definitions.

A. question
B. straight ticket voter
C. polling place
D. independent voter
E. primary election
F. split ticket voter
G. general election
H. absentee voter
I. ballot
J. registration
K. incumbent

____ 1. A piece of paper on which to cast a vote or the electronic means to record the voter's selection

____ 2. A person who votes for candidates in different parties

____ 3. An issue on an election ballot that requires a *yes* or *no*

____ 4. A voter unable to cast his/her ballot in his/her precinct; usually votes by mail

____ 5. Location where ballots are cast

____ 6. A person who votes for all candidates of one particular party

____ 7. Election to narrow the number of candidates

____ 8. A person who belongs to no party but votes for his preferred candidate

____ 9. Election to determine one from among the competing candidates

____ 10. Person who currently holds office

May be photocopied for student use.

OBJECTIVE 2

List the content of the amendments of the Constitution of the United States that deal with voting. List three.

- 15th Amendment — _____
- 19th Amendment — _____
- 26th Amendment — _____

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

Complete statements regarding elections. Write the word or phrase that best completes the sentence.

A. _____ elections may be held at various times of the year.

B. Polling places are determined by _____.

C. One reason elections are held is to _____.

D. Elections in Oklahoma are always on _____.

E. Registered voters may vote in _____.

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

Select from a list the dangers of not voting. Write an "X" in the blank before each correct answer.

____ A. Could lead to a dictatorship

____ B. Could result in a better government body

____ C. May lead to inefficient government operation

____ D. May lose right to participate in making laws

____ E. May get low quality performance from officials

____ F. May lead to political favoritism for people who do vote

May be photocopied for student use.

OBJECTIVE 7

List reasons why voting is important to all citizens. Write four reasons.

- _____
- _____
- _____
- _____

OBJECTIVE 8

Select from a list ways to become a responsible voter. Write an "X" in the blank beside each correct answer.

____ A. By talking to candidates

____ B. By avoiding campaign work

____ C. By reading history books

____ D. By listening to television and radio news programs

____ E. By reading newspapers

____ F. By listening and talking to other voters

____ G. By voting as your friends do

____ H. By asking questions of informed sources

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 5

Assignment Sheet 2

Answers will vary. Reasons for not voting may include

- Compulsory registration
- Lack of appealing candidates
- Alienation about public policy
- Lack of mobilization by party leaders
- Apathy regarding outcome of election
- Imprisonment
- Failure to register
- Illness or physical inability to get to the polls
- Religious beliefs
- Illiteracy

May be photocopied for student use.

WRITTEN TEST

OBJECTIVE 1

1. I
2. F
3. A
4. H
5. C
6. B
7. E
8. D
9. G
10. K

OBJECTIVE 2

- 15th Amendment — gave all male citizens of the US the right to vote
- 19th Amendment — gave all female citizens the right to vote
- 26th Amendment — gave 18-year-old citizens the right to vote in federal elections

OBJECTIVE 3

Answers may vary from state to state. Evaluated to the instructor's satisfaction

OBJECTIVE 4

Answers should include the following:

A. Special

B. The County Election Board

C. Any of the following:
Determine officials
Approve bond issues and taxes
Answer questions

D. Tuesdays

E. All or any elections

OBJECTIVE 5

Evaluated on Assignment Sheet 2

OBJECTIVE 6

A, C, D, E, F

OBJECTIVE 7

- Exercises the power to change the government
- Exercises the right to be heard
- Creates political equality
- Represents ownership of the government

OBJECTIVE 8

A, D, E, F, H

May be photocopied for student use.

OBJECTIVE SHEET

SUPPORTING YOUR COMMUNITY 6

INTRODUCTION

Voting will give you a sense of participating in your government, and participating will give you a sense of control. Being active in local community affairs will give you knowledge of what is happening politically, socially, and economically. You will not only know what's happening, you may help make it happen.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Define terms related to community involvement.
2. List ways to be an involved citizen.
3. List guidelines for interacting with public officials.
4. Contact public officials. (Assignment Sheet 1)
5. List the benefits of community work.
6. List the types of organizations citizens may join. (Assignment Sheet 2)
7. Identify symbols and their significance. (Assignment Sheet 3)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Define terms related to community involvement.

- Discuss the importance of being involved in community work.
- Ask students to volunteer names of organizations in which they or their parents are active. List these on the board. Ask the class how participation in these groups might make members feel.
- Use Information Sheet, objective 1 to discuss terms related to community involvement.
- Use the Transparency to illustrate the term *symbol*.

Objective 2: List ways to be an involved citizen.

- Use Information Sheet, objective 2 to list actions you can take to be informed about issues and participate in their resolutions.
- Invite a city or county official or an active civic leader to discuss specific ways of becoming involved in your community.

Objective 3: List guidelines for interacting with public officials.

- Use Information Sheet, objective 3 to discuss guidelines for interacting with public officials, both in writing and orally.
- Invite a public official to discuss with your class the value of letting our representatives know our views and concerns.

Objective 4: Contact public officials. (Assignment Sheet 1)

- Use Information Sheet, objective 4 to introduce Assignment Sheet 1.
- Use Supplement 1 for discussion topics for personal contacts.
- Use Supplement 2 for appropriate addresses, salutations, and closings for written contacts.
- Have the students complete Assignment Sheet 1.

Objective 5: List the benefits of community work.

- Use Information Sheet, objective 5 to discuss the benefits of working in your community.
- Ask students to volunteer their feelings about participating in their student organization and other school groups.
- Invite an active civic leader to speak to the class about the benefits of community work.

Objective 6: List the types of organizations citizens may join. (Assignment Sheet 2)

- Have students complete Assignment Sheet 2.

Objective 7: Identify symbols and their significance. (Assignment Sheet 3)

- Have students complete Assignment Sheet 3.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Devney, Darcy Campion. *The Volunteer's Survival Manual: The Only Practical Guide to Giving Your Time and Money.* Cambridge, MA.: Practical Press, 1992.
- DiGeronimo, Theresa Foy. *A Student's Guide to Volunteering.* Franklin Lakes, NJ: Career Press, 1995.
- Fiffer, Steve. *50 Ways to Help Your Community: A Handbook for Change.* New York: Doubleday, 1994.
- Freeman, Joseph F. *Government is Good: Citizenship, Participation, and Power.* Columbia, MO: University of Missouri Press, 1992.
- Gilbert, Sara D. *Lend a Hand: The How, Where, and Why of Volunteering.* New York: Morrow, 1988.
- Goldsmith, Suzanne. *A City Year: On the Streets and in the Neighborhoods with Twelve Young Community Service Volunteers.* New York: New Press: Distributed by W.W. Norton, 1993.
- Zimmerman, Richard. *What Can I Do To Make a Difference?: A Positive Action Sourcebook.* New York: Penguin, 1991.

Other Media

- Online Services and the Internet. Online services and the Internet offer a wide range of information on the government. Some local governments and community agencies have information online.
- Current local magazines and newspapers with information relating to community involvement.

INFORMATION SHEET

SUPPORTING YOUR COMMUNITY 6

OBJECTIVE 1

Define terms related to community involvement.

- **citizen** — a resident of a city or town, permitted to vote there and enjoy the privileges; one owing loyalty to and entitled by birth or naturalization process to protection by a city or state
- **civic** — relating to a city; civic organizations aim to improve the quality of life for all people in their city
- **freedom** — being unrestricted in liberty and personal rights
- **patriotism** — love and devotion to one's country
- **respect** — esteem; willingness to show consideration and appreciation
- **symbolism** — expression of the invisible or intangible by means of visual representations

  EXAMPLE: The scissor-tailed flycatcher is a symbol of the state of Oklahoma; Smokey the Bear is a symbol of caution regarding fire.
- **volunteer** — one who serves or acts of his or her own free will

OBJECTIVE 2

List ways to be an involved citizen.

- Become informed and stay informed.
- Read a variety of news sources.
  - Local and national newspapers
  - Local and national periodicals

  ☑ **NOTE:** Save voting records and other stories regarding current issues; read congressional newsletters mailed to your home.

- Listen to a variety of news sources.
  - Local newscasts on television and radio
  - National newscasts such as those on National Public Radio
- Attend precinct meetings.

  ☑ **NOTE:** Contact the office of your affiliated political party for times and locations
- Attend municipal meetings.
  - City council and commissioners' meetings
  - Town hall meetings
  - Town or city regular business meetings
  - Local board of education meetings
- Participate in the political process.

  ☑ **NOTE:** No one else is as interested in your freedom as you are.
- Vote in all elections for which you are eligible.
- Run for office.
  - School organizations
  - Civic and church organizations
  - Municipal government

  ☑ **NOTE:** Any eligible voter may run for city offices; those 21 or older may run for state representative; 25 or older for state senate.

OBJECTIVE 3

List guidelines for interacting with public officials.

- Write to your public official; no other district's official can help you. Your representative cannot represent you if he or she does not know your views.

  ☛ **NOTE:** Addresses are available in Supplement 3, in your school and public libraries and through your city and county officials' offices; some are listed in your telephone directory.

- Assume your public official wants to hear from you. The job of our politicians is to represent the people; their time is paid for by you. This includes committee chairs and heads of departments who can improve their organizations by knowing your questions, concerns, and compliments.

- Address your public official properly; being rude or threatening will not increase your chances of being read or heard.

- Identify yourself; anonymous calls and letters are never given serious consideration. Indicate your congressional district, state, city, or county.

- Identify the issue or bill by title or number if you can; this helps the listener or reader quickly determine the subject of your correspondence.

- Be as specific and brief as you can be; long-winded messages are difficult to follow.

OBJECTIVE 4

Complete Assignment Sheet 1.

OBJECTIVE 5

List the benefits of community work.

☛ **NOTE:** Almost all community work is volunteer; few paid positions exist in civic organizations. Each group will have a special interest or purpose; some will be auxiliaries of government or professional groups.

EXAMPLE: Kiwanis members are interested in promoting citizenship; the Medical Auxiliary, in the health of community inhabitants; Parent/Child Center volunteers, in the welfare of children; the PTA, in assisting school personnel.

- Enables you to know what is happening in community

  ☛ **NOTE:** Interacting with other community members in formal and informal ways will result in your understanding the problems and achievements of people in your area.

- Creates opportunities to make friends

  ☛ **NOTE:** Working together on projects and activities enables you to get acquainted quickly and easily.

- Generates a network of resources among community leaders, business people, educators, and other professionals

  ☛ **NOTE:** People who are successful in their professions are also successful community leaders. Not only can you learn much from observing them, but you can also solicit their help professionally.

- Provides chances to develop leadership skills

  ☛ **NOTE:** All organizations need leaders. Your involvement may result in increased confidence, public speaking skills, organizational management techniques, and financial knowledge in addition to interpersonal relationship skills.

- Allows you to increase self esteem through service to your family and others.

  ☛ **NOTE:** Doing a job that helps others has a reward unlike that of one that pays money; you feel good because you know you have helped someone other than yourself.

OBJECTIVE 6 **Complete Assignment Sheet 2.**

OBJECTIVE 7 **Complete Assignment Sheet 3.**

Goals For Becoming More Involved

You can be one of the citizens who helps democracy grow by becoming involved in your community. Check the actions you will take.

____ 1. Stay informed

____ 2. Learn more about the political process

____ 3. Learn more about state and local government

____ 4. Learn more about specific issues

____ 5. Register to vote and then vote

____ 6. Form a discussion group to keep up with varying viewpoints

____ 7. Talk to others about what I've learned and encourage them to learn more about our government

____ 8. Write a letter to a newspaper editor about a specific issue or concern

____ 9. Write a letter to my representative or senator about a specific issue or concern

____ 10. Write an article for a local newspaper

____ 11. Volunteer to work on a school or community project

____ 12. Join a political party at the precinct level

____ 13. Join a political interest organization

____ 14. Start a voter registration drive

____ 15. Bring speakers to my organization or classroom

____ 16. Organize a petition drive in support of or opposition to a proposal in my community or school

____ 17. Become an intern in a local, state, or national government organization

____ 18. Volunteer to work in a political campaign

____ 19. Run for offices in my school and church organizations

____ 20. Run for public office

Comparing Viewpoints

Choose one of the topics below or a topic in which you are interested, research the topic, and write your view on the it. Next, call either your U.S. or state representative and senator. National officials most often have offices in their hometowns; an assistant may respond if the elected official is not present.

ISSUE	MINE	REPRESENTATIVE/SENATOR
Using wilderness lands for energy development		
Vouchers for public education		
Drug testing required before employment		
Puerto Rico admitted to statehood		
Minting a $1 coin		

Complete this sentence: My conversations with my elected representatives influenced my view

_____

_____

_____

_____

Correct Addresses, Salutations, and Closings

Except for the President, the following letters are closed with "Sincerely yours,".

President
The President
The White House
Washington, DC 20500

Dear Mr. President:

Very respectfully yours,

The Vice President
The White House
Executive Office Building
Washington, DC 20501

Dear Mr. Vice President:

U.S. Senator
The Honorable (Name)
United States Senate
Washington, DC 20501

Dear Senator (Name):

U.S. Representative
The Honorable (Name)
House of Representatives
Washington, DC 20515

Dear Mr./Ms. (Name):

Member of the Cabinet
The Honorable (Name)
The Secretary of (Department)
Washington, DC 20501

Dear Secretary:

Governor
The Honorable (Name)
State Capitol Building
Oklahoma City, OK 73105

Dear Governor (Name):

Governor's Executive Cabinet
The Honorable (Name)
Secretary of (Department)
State Capitol Building
Oklahoma City, OK 73105

Dear Mr./Ms. (Name):

State Senator
The Honorable (Name)
Member, Oklahoma State Senate
Oklahoma City, OK 73105

Dear Senator (Name):

State Representative
The Honorable (Name)
Member, House of Representatives
State Capitol Building
Oklahoma City, OK 73105

Dear Mr./Ms. (Name):

Mayor
The Honorable (Name)
(Address available
in telephone directory)

Dear Mayor (Name):

City Councilor
The Honorable (Name)
Councilor, City of (Name)
(Address available
in telephone directory)

Dear Councilor (Name):

TM

State Seal

The State Seal of Oklahoma symbolizes Oklahoma's heritage. Each point of the large white star symbolizes one of the Five Civilized Tribes — Cherokee, Chickasaw, Creek, Choctaw, and Seminole. Around the middle star are 45 stars that represent the other states in the union when Oklahoma became a state in 1907.

May be photocopied for student use.

ASSIGNMENT SHEET 1

SUPPORTING YOUR COMMUNITY 6

Name _____ Score _____

OBJECTIVE 4

Contact public officials.

INTRODUCTION

Truckloads of mail are received by public officials every day. The ones read are those that are legible and to the point. Other than a personal appointment, letters are the best way to let your views be known to your elected representatives.

INSTRUCTIONS

- Compose essays
- State ideas clearly
- Use standard grammar, spelling, and capitalization
- Proofread and edit

- Define a problem

Choose an issue that, in your opinion, needs to be addressed in your community. Perhaps a stop sign would slow traffic on your street or longer hours in the county library would help you research school projects. Write to the appropriate official in charge. Write legibly, clearly, sensibly, and briefly. Identify the location and the effect, as you understand it, of the problem.

ASSIGNMENT SHEET 2

SUPPORTING YOUR COMMUNITY 6

Name _____ Score _____

OBJECTIVE 6

List the types of organizations citizens may join.

INTRODUCTION

Every community has volunteer groups that are concerned with the health and safety and the political, cultural, and educational welfare of the community.

INSTRUCTIONS

- Select useful resources

- Apply questioning techniques

- Complete forms and records

Investigate the community organizations in your town or city. Name five and state the main purpose for the existence of each.

	Title	Purpose
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

List those to which you could belong.

_____

_____

_____

_____

_____

ASSIGNMENT SHEET 3

SUPPORTING YOUR COMMUNITY

6

Name _____ Score _____

OBJECTIVE 7

Identify symbols and their significance.

INTRODUCTION

Symbols are visual images that become associated with ideas. The sight of certain symbols, such as red hearts on cards, skulls and crossbones on household cleaners, and engagement rings on women, can remind a person of feelings, actions, or affiliations.

INSTRUCTIONS

- Construct graphical information

- Identify values/attitudes

In the first column, draw or briefly describe the following requested symbols; in the second column, describe how you feel when you see this symbol, wear it on your clothes, or have it among your personal items.

Symbol of your student organization — How do you feel?

Symbol of your school — How do you feel?

Symbols of the United States — How do you feel?

WRITTEN TEST

SUPPORTING YOUR COMMUNITY

6

Name _____ Score _____

OBJECTIVE 1

Define terms related to community involvement. Write brief definitions for each of the following terms.

- patriotism — _____
- citizen — _____
- civic — _____
- volunteer — _____
- freedom — _____

OBJECTIVE 2

List ways to be an involved citizen. Write seven.

- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

- _____

OBJECTIVE 3 **List guidelines for interacting with public officials.** Write five.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 4 **Evaluated on Assignment Sheet 1**

OBJECTIVE 5 **List the benefits of community work.** Write five.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 6 **Evaluated on Assignment Sheet 2**

OBJECTIVE 7 **Evaluated on Assignment Sheet 3**

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ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

- patriotism — love and devotion to one's country
- citizen — a resident of a city or town, enjoying the privileges, voting, and being protected
- civic — relating to a city
- volunteer — one who serves or acts of his or her own free will
- freedom — being unrestricted in liberty and personal rights

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OBJECTIVE 2

Answers should include seven of the following:

- Become informed and stay informed.
- Read a variety of news sources.
- Listen to a variety of news sources.
- Attend precinct meetings.
- Attend municipal meetings.
- Participate in the political process.
- Vote in all elections for which you are eligible.
- Run for office.

OBJECTIVE 3

Answers should include five of the following:

- Write to your public official.
- Assume your official wants to hear from you.
- Address your public official properly.
- Identify yourself.
- Identify the issue or bill by title number.
- Be as specific and brief as you can be.

OBJECTIVE 4

Evaluated on Assignment Sheet 1

OBJECTIVE 5

- Enables you to know what is happening in community
- Creates opportunities to make friends
- Generates a network of resources
- Provides chances to develop leadership skills
- Allows an increase in self esteem

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OBJECTIVE 6	**Evaluated on Assignment Sheet 2**
OBJECTIVE 7	**Evaluated on Assignment Sheet 3**

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